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PROCEEDINGS

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Twenty-Eighth Anniversary Conference

of the

National Association of Deans and Advisers of Men



April 18-20, 1946

**The Purdue Memorial Union
Purdue University
Lafayette, Indiana**

PROCEEDINGS

TWENTY-EIGHTH ANNIVERSARY CONFERENCE

of the

NATIONAL ASSOCIATION OF

DEANS AND ADVISERS

OF MEN

President . . Dean E. J. Miller, University of California at Los Angeles

Vice-President Dean E. L. Cloyd, North Carolina State College

Secretary-Treasurer Dean Fred H. Turner, University of Illinois

Executive Committee—The Officers and

Dean L. H. Dirks, DePauw University

Dean D. M. DuShane, Lawrence College

Dean R. M. Guess, University of Mississippi

Dean J. H. Julian, University of South Dakota

Dean L. K. Neidlinger, Dartmouth College

Dean Arno Nowotny, University of Texas

Held At The

PURDUE MEMORIAL UNION

Purdue University

Lafayette, Indiana

April 18-20, 1946

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Front Row (kneeling): Hagerman, Roberts, Dunham, Hanson, Linkins, Mallett, Holter, Hubbell, Dickinson, Nowotny.
 Front Row (standing): Clippinger, Duerr, Pitre, Davis, Gardner, Lobdell, Goodnight, Cloyd, Miller, Dirks, Neidlinger, Julian, Turner, Isen.
 Second Row: Pealy, Sherman, Daly, Little, DuShane, Mellor, J. Bursley, Hindman, Park, Farber, Clark, Bates.
 Third Row: Beaty, Bostwick, Page, Knapp, Piskor, Jacobs, Browning, Manchester, Glos, Field, Mackie, Alderman, Gregson.
 Fourth Row: French, Guess, Page, Knapp, Piskor, Knox, Lange, Tate, Zumbunnen, Stratton, Warden, Biddle, P. Bursley, Rea, Hamilton.
 Fifth Row: Hill, Jones, Stafford, Bosworth, Kille, Somerville, Fariss, Hancey, Daugherty, Olmsted.
 Sixth Row: White, Pirnat, Reed, Matthias, Stalnaker, Bishop, Marshall, Watson, Nordstrand, Lucas, Peck, Taylor, Alter.
 Seventh Row: Van Houten, Melvin, Shanks, Shoemaker, Thompson, DeMarino, King, Curtin, Werner, Harper, Baldwin, Spathelf, Erickson.
 Eighth Row: Dils, Sikir, Hendrix, Shoemaker, Thompson, DeMarino, King, Curtin, Werner, Harper, Baldwin, Spathelf, Erickson.

Twenty-eighth Annual Conference
of the
**NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN**

Lafayette, Indiana

April 18-20, 1946

THURSDAY MORNING SESSION

April 18, 1946

The opening session of the Twenty-Eighth Anniversary Conference of the National Association of Deans and Advisers of Men, held April 18-20, 1946, at the Purdue Memorial Union, Purdue University, Lafayette, Indiana, convened at nine-twenty o'clock, Dean Earl J. Miller, University of California at Los Angeles, President of the Association, presiding.

PRESIDENT MILLER: The Conference will please be in order.

We will open the meeting, Gentlemen, by having the invocation by Dean Hubbell.

. . . The audience arose . . .

DEAN GARNER E. HUBBELL (The Principia): I shall read from Psalms, and then ask you to join in a few moments of silent prayer.

"Make a joyful noise unto the Lord, all ye lands. Serve the Lord with gladness: come before his presence with singing.

"Know ye that the Lord he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

"Enter into his gates with thanksgiving, and into his courts with praise; be thankful unto him, and bless his name.

"For the Lord is good; his mercy is everlasting; and his truth endureth to all generations."

"Our Father which art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen."

PRESIDENT MILLER: As has been our custom in the past beginnings of the Association, we are to have this morning, some words

of welcome from our host institution, and a few words of response from one of our members.

We are very fortunate this morning that Dean A. A. Potter, Dean of the Schools of Engineering and former Acting President of Purdue University, has been able to take some of his time to come over and speak to us this morning. Dean Potter.

DEAN A. A. POTTER (Purdue University): Mr. President, Members of the Conference: I don't have to tell you that Purdue University feels honored to have an opportunity to be host to this particular group.

In asking my colleague, Professor Davis, what I should talk about, he said he thought it would be well if I tried to sketch out before you, some of my views with reference to higher education in general, and in particular, to the type of institution which is your host, and also something about the problems which are ahead of us.

American higher education has been benefitted by a number of patterns. Earlier American higher education followed very definitely the English and Scottish patterns, where general education and moral development were given major attention.

The older universities and colleges of this country were—if I am correctly advised—originally established for the purpose of preparing people for the religious ministry, and naturally, moral and spiritual values, and general education were of major importance.

About the time of the Napoleonic Wars, very shortly after the American Revolution, there was definitely a trend in this country to follow the French pattern of higher education, which stressed professional competency. Some of the earlier engineering schools in the United States were definitely patterned after the French technological institutions.

The first engineering school in any English-speaking country in the world was the Rensselaer Polytechnic Institute in Troy, New York, and that institution was definitely patterned after some of the French technological schools.

During the late 60's and from then on for about fifty or more years, higher education in this country was very greatly influenced by German patterns, because so many of our people found it necessary to go to Germany in order to pursue graduate study leading to the doctorate, particularly in sciences, mathematics, and even in languages and the classics; and the German pattern, which stressed research without any regard to moral or general development of the individual, gained an enormous amount of headway in this country, and has probably influenced American higher education even to this date, more than any other pattern.

About 100 years ago, there arose in this country, a very insistent demand for a type of education which would prove of special value to the agricultural and industrial classes of the country, and that

insistence for higher education or special value to industry and to agriculture culminated in the Morrill Land Grant Act.

Judge Morrill, the son of a New England blacksmith, was himself Senator from the State of Iowa. The Morrill Act, passed and signed by Lincoln in 1862, had an important effect not only in developing a type of practical education and useful education, but also in bringing about a greater recognition on the part of states and government of the importance of higher education.

As a result of that Act, there were so-called Land Grant Colleges established in each State of the United States. In 22 states they are distinct technological institutions, because in those states, that type of institution was not wanted.

For instance, in New York State, the authorities of Columbia University, formerly called King's College, held up their hands in horror when somebody suggested that they should start an institution where instructions would be given in such subjects as agriculture and mechanics.

Andrew D. White, who had served as Ambassador to some of the courts in Europe, impressed on Ezra Cornell, the importance of having that "new-fangled" type of educational institution in Ithaca, and that is where Cornell had its start.

Professor Rogers, who was professor of physics at the University of Virginia, had been spending the summer in Boston. He thought he would go up to the Statehouse of the Commonwealth of Massachusetts and see what the members of the Legislature were talking about. They were discussing the new grant for a land-grant college which was about to revert to the government because nobody wanted it. He painted them a picture of the contributions which higher technical education made to some of the Continental countries in Europe, and as a result of it, Rogers had a new job. He was called to Boston as President of the new land-grant institution—the Massachusetts Institute of Technology. Very few people realize that M. I. T. is a Land Grant College just like Purdue. Of course one couldn't very well take care of dairy problems and raising crops in Boston, so a little later there was established another institution called the Massachusetts Agricultural College at Amherst to teach agriculture, while M. I. T. emphasized engineering.

In Indiana we had a similar situation and some of the people in this locality persuaded John Purdue, who was a bachelor with rather large farm holdings, to give to the state one of his farms on the west side of the Wabash on which the main part of Purdue University is located, and something like \$150,000 in cash, and that is why Purdue University, the land grant college of Indiana, is called Purdue University.

These land grant institutions like Purdue, M. I. T., and Cornell and Rhode Island State and so on, did not originate a new type of higher

education, but they definitely popularized technical education. That applies not only to agriculture but also to engineering.

In 1862 there were six institutions in the United States that gave any instruction in engineering. In 1870, the number had increased from six to 72.

Engineering education has also had certain other influences besides the Morrill Land Grant Act, besides the English and Scottish pattern or French pattern or German pattern. Engineering education has had for a period of 53 years, a rather unique educational society, called the Society for Promotion of Engineering Education—started in 1893 by a group of teachers under the leadership of Professor Ira Baker, then Professor of Civil Engineering at the University of Illinois. This society was organized in order to improve teaching methods and curricula in engineering and has had a profound effect in developing engineering education as a distinct type of education in this country. Engineering curricula at the present time have a unique arrangement of technological and scientific stems paralleled by social science and humanistic stems.

Also, it is a rather interesting thing that the engineering profession, as a profession, the major engineering societies themselves have made a very important impress upon engineering education. In 1932 during the worst days of the economic depression in this country, the engineering profession appointed a committee representing the major societies, in order to find out what could be done to improve the economic status of the engineer. That committee came back with a report indicating that the way to improve the economic status of the engineer was to improve his competency. How are you going to make the engineer more competent? By making certain that we have better prepared people entering the engineering colleges; that the engineering curricula are really carefully planned, and give the student education rather than training; that the engineering colleges are properly equipped, have superior and a sufficient number of teachers and adequate machinery and instruments; and furthermore, that the graduates of these engineering colleges continue their studies and their preparation after they have received their degrees, because graduates of higher institutions of learning ordinarily sell their textbooks, much to the distress of people who write textbooks like Professor Beardsley and myself, and they stop their studies as soon as they receive their diplomas.

In fact, they tell a story about a graduate of Harvard University. That is a school there in New England which was definitely a competitor to my alma mater, (laughter) and we didn't think very much of it in those days. But they tell a story about a student returning for his 40th reunion to the Harvard yard, and meeting Professor Kittredge, then Professor of English. He expressed to Professor Kittredge the delight which that particular alumnus had had in the course in Shakespeare which he took under Kittredge, but expressed regret that the semester had ended before they finished reading the

play of Macbeth, and the graduate had been wondering for forty years how the story came out. (Laughter)

Now, the engineering profession, in order to prevent this sort of a thing happening with the engineering graduates, insists that membership in the major engineering societies, and promotion from one grade to another in such societies, be based definitely upon the fact that the young graduate has continued his studies in preparation for greater usefulness.

In thinking of higher education, whether it is liberal education or scientific education or technological education, what is ahead of us? Of course, we are living in a war-like world, and in a competitive world.

The last war definitely demonstrated the value of science and of technology in fighting a war. If we are going to maintain our place in a war-like world, this country will have to give major attention to scientific and technological education. Furthermore, we must realize that the war has definitely depleted not only your manpower, but also many of your important natural resources. Our best iron is no more. We have greatly depleted all of our other strategic material, and it will be necessary for us to use more and more science and technology in order to develop substitute materials for the purpose of maintaining the type of living standards to which we are accustomed. That will require more scientific education.

Furthermore, we must realize we have a new competitor, a competitor very much larger in population than we are, a competitor which had not depleted its manpower by a stupid selective service policy. I am referring to Russia, with a population more than 50 per cent larger than our own, and which has been giving an enormous amount of attention to scientific and technological advancement in recent years, and particularly since 1941. And if our industries don't want to find themselves off the markets of the world, and off the markets even of our own country, we will have to work very hard in developing new science and new technology in order to meet that particular competition.

It is very fortunate for us, that this country seems to have attracted and developed a most creative people in the whole world. Very few Americans even realize that more than two-thirds of the epoch-making inventions in the last 150 years were made by Americans—the telegraph, telephone, movie, electric light, the airplane, the harvester and reaper, the typewriter and so forth and so on. Those and many others have all been the result of American genius.

It is true that a great deal of the fundamental basic knowledge in the years past was created for us by England and Germany and France and other countries, and it is true also, that with Germany out of the picture, with England and France greatly impoverished by the war, that this country will have to give more and more attention to basic research in physics, chemistry, mathematics and bio-

logy, so that we are in a position to have new knowledge on which to base inventions of tomorrow.

But the fact remains that this country has shown the greatest creativeness of any people in the entire world. The question is, how can we maintain that creativeness? What caused the creativeness? Why is it that a person like Michael Pupin who was born in Serbia—nobody had ever heard of a Serbian ever inventing or patenting anything—could come to the United States and become one of the greatest human benefactors through his inventions and patents in the electrical communications industry? Or Nicola Tesla, from a backward part of Europe, who was responsible for the alternating current industry, or Bakeland who developed the plastic industry, or Sikorski or a great many other foreigners who came to this country from lands where there was no creativeness, and flourished into benefactors of humanity.

I came to the conclusion that the creativeness of Americans can be traced largely to the fact that this country has had a government and a constitution which glorified and encouraged the individual to become just as creative, great and useful as his aptitudes permit.

Now, that myth about the common man was never in the American constitution or in the American type of republican government. The people who made this country, Jefferson and Hamilton and Washington and Lincoln and Edison and Westinghouse and so forth, were distinctly uncommon people, and our country has definitely encouraged the distinctly uncommon man to create and to give and to develop, and that is why we have had such an enormous amount of creativeness.

If we are to meet world competition, and if this country is to remain the type of country it is, with its very high standards of living that people have enjoyed now for many years, it will be up to us to encourage more and more creativeness.

The only way we can encourage more and more creativeness is not only to retain, but even to enhance our type of government. I am convinced that the factor which is largely responsible for the creativeness of Americans is the American type of government.

The way to insure that our type of government continues, is to have every one of our people, every one of our most capable and best educated and clearest thinking of our people, take an active interest in our government and in public affairs. One of the main objectives of higher education to inculcate in the minds of the young people of this country, a definite appreciation of the American type of government, and the American way of life, and a definite interest to work and to make certain that one type of government continues.

I made that statement on other occasions. I am convinced that one of the difficulties with Germany during the past 75 years was due to the fact that the best educated and clearest thinking, and the

most able Germans had absolutely no interest in government and public affairs.

I remember very distinctly during the World's Fair at Chicago, we had an International Engineering Congress, and one of the famous German engineers was in a little group, in which I happened to be present. He was asked, "What is happening in Germany that Hindenburg turned over the government to a brown-shirted, mustached sort of a fellow by the name of Hitler?" He straightened up and said, "Gentlemen, I am an engineer. I am not interested in government." And that particular person, several months later, had disappeared and nobody heard what happened to him.

Creativeness does not flourish in any totalitarian state, whether it is a monarchy or some type of "ism," and personally, I concluded that our only chance of meeting the competition from Russia, will come from the fact that this is a country with a government of free people which definitely encourages the individual, while Russia has a totalitarian Communistic state which definitely discourages the individual.

It is up to you and me and to every one of us who have to deal with the development of our students, to impress upon them the importance of good government, and of their obligation, their opportunity to conserve and enhance our type of government.

Education, no matter how general or how liberal or how scientific it may be, does not necessarily insure the proper values in people. This country is great, partly because of its great government and partly because of the fact that the people who made this country, appreciated not only the useful, but also the ethical, not only the mental, but also the spiritual; and I am convinced that the practices which have been reported and which have been confirmed as being true on the part of Germany and some of our other enemies during the last war, may be traced to the fact that the average German had no interest in human values, that the German in a sense had lost his soul, and when a well-educated, scientifically competent person loses his soul, he is liable to do anything.

Those of us responsible for higher education, naturally have an opportunity before us to make certain that our people are well educated—a good, rounded education—that we have a constant supply of scientifically competent, logically competent people, people who are creative and can keep on inventing new devices, gadgets and machines, and new industries, so as to maintain our high standard of living. But more important is to make certain that our young people are conditioned so they appreciate the sort of government this government has had, and the values which this government has always attached to human beings. It seems to me that in addition to competent scientists and competent engineers, and competent physicians and lawyers and so forth, that we must have good citizens, and we must have individuals who are good American citizens who feel most and act noblest toward their fellow men.

I assure you again that we at Purdue University are happy that you are here, and trust that your stay at this institution will prove not only profitable, but also pleasant in every respect.

I thank you. (Applause).

PRESIDENT MILLER: As most of you already know, Dean Potter is a very distinguished scholar in the field of engineering. I am told on very good authority, that he has received just about all of the honors which our educational organization in this field of engineering can bestow.

We have enjoyed very much, I am sure, hearing his analysis and his expression of his point of view in these educational matters. We thank you, Dean Potter, for your talk, and for your words of welcome.

Our program states that the response is to be given by Dean J. J. Thompson of St. Olaf College. Unfortunately, Dean Thompson is ill, and we have had to do what is not always just fair to the person involved, but to ask for someone to fill in at the last moment, and Dean R. M. Guess of the University of Mississippi, very kindly consented to substitute for Dean Thompson, and to give our words of response at this time.

DEAN R. M. GUESS (University of Mississippi): It is a privilege for me to express for the Deans and Advisers of Men, our appreciation for the welcome to Purdue which has been given to us by Dean Potter, and to thank Mr. Davis, Mr. Vallely and Mr. Mallett for the arrangements which they have made for our physical comfort and for the social and cultural programs that we are to enjoy while here.

For the veterans of the Deans assembled here, this is a return engagement, because I understand that in 1923, the Deans had an annual conference here. We, and the institutions we represent, are indebted to Purdue. This institution gave us Dean Stanley Coulter, a great engineer in human relations, as well as a great leader in scientific education. Those of us who have had the privilege of being in the sessions with Dean Coulter, remember how time and time again, when we would lose ourselves in attempts to make scientific measurements of growth and development of students, Dean Coulter would pull our feet back to sound ground and challenge us not to lose sight of the fact that our efforts must be centered in the individual student.

So, as we come back to Purdue for this 28th Anniversary of our Association, we would like to consider this a memorial pilgrimage to the institution that gave us Dean Coulter, and that while here, we may rededicate ourselves and our services to the ideals he incarnated in his life and ministry in education.

I am sure that all of us Deans are challenged by what is happening out in the world, what is happening in the conferences of nations, what is happening in our own country, what is happening in our own states and in our own institutions. Already, as we have been talking

in little groups, we realize that we face an institution that is changed somewhat from the type of institution that we discussed when we last met.

A little human incident took place in my office a few days just before I came away which reminded me of the changing status of our student body. A veteran rushed into my office and said, "Here is my schedule this morning. At this hour I will be here, and at this hour I will be here. I am looking for an emergency telegram. Will you be kind enough to see that I get the message?" I said, "Yes, I will be glad to do that and will you be kind enough to advise me whether it is a cheerleader or a halfback?" He said, "Yes, I will. That is what I am expecting, and I hope it will be a halfback."

So, as we face the privilege that we have here today and in the days to follow, of pooling our experiences, studying our common problems, looking at the new challenges which come to us, I am sure that we are going to find help in united planning for the work that lies ahead of us.

To those of you at Purdue, may I say that I wish we had time to visit all of the 75 or more buildings that you have here on the 325 acres of land. I wish we had time to go out for a drive over the vast areas in cultivation and in scientific experiment, and that some of us might sit on the banks of the Wabash, look at the moon and try to sing as we used to sing "Moonlight on the Wabash."

This will be denied us since time will not permit; but we do want to thank those of you at Purdue who have made it possible for us to come here. We are enjoying the physical comforts of your Memorial Union Building, with its spaciousness, its convenience, its atmosphere of cultural refinement which reflects a spiritual basis and unity so essential in sound education.

Purdue, we are happy to be here, and we thank you for all that you are doing for us. (Applause)

PRESIDENT MILLER: Thank you, Dean Guess.

I would like now to introduce to all of you, the two gentlemen who are directly our hosts at this meeting—Director of Student Affairs, George E. Davis of Purdue. Director Davis, do you have any announcements that you would like to have made at this time?

DIRECTOR GEORGE E. DAVIS: I don't think there is anything to announce. There are no phases of the program that have not been touched on. I would like to urge you to attend the program we have planned for you following the banquet tomorrow night. We hope that you will all go to the program we have arranged for you to attend. I think you will enjoy it. We have a music hall that we will like you to see. It seats a few more people than Radio City Music Hall, and it is beautifully appointed.

After the program in the music hall, you will come back here, where we will try to lighten up the evening here for you.

Mrs. Davis is a neophyte in this field, and she is not too much at ease in connection with her assignment. A program has been arranged, however, which I hope will be satisfactory to your wives.

If you have an opportunity to visit our office, we will be glad to have you do so. You will observe, as you go in, that we have just gotten some new furniture in, especially for this occasion. I am glad the Deans group met here. That is the only way we ever would have succeeded in getting the furniture. (Laughter)

We hope that your stay here will be pleasant. We have had to double some of you up as far as accommodations are concerned, but we have done the best we can for you, and we hope that you will enjoy yourselves.

. . . Further announcements concerning fraternity dinners . . .

PRESIDENT MILLER: Thank you. That was George E. Davis, Director of Student Affairs and our host. So anything that you want from now on, you know just where to go. If you can't find George, then look up the next gentleman that I am going to introduce—his assistant, Don Mallett. Will you stand up so everyone can know you. (Applause as he arose) Do you have any announcements, Don?

. . . Announcements concerning Kiwanis and Rotary Club meetings . . .

PRESIDENT MILLER: Thank you, Don.

At this time, I would like to announce the appointment of certain committees. The first is the Committee on Nomination of Officers and Place for our Next Meeting. According to our well-established custom and procedure, we have appointed to this Committee, the Past Presidents who are in attendance, and as nearly as we can determine of the active Past Presidents, the senior Dean of that group is Chairman. So that committee will be composed of the following:

Dean J. A. Bursley, University of Michigan (Chairman)
 Dean Scott H. Goodnight, University of Wisconsin
 Dean H. E. Lobdell, Massachusetts Institute of Tech.
 Dean W. E. Alderman, Miami University
 Dean D. H. Gardner, University of Akron
 Dean J. A. Park, Ohio State University
 Dean J. H. Julian, University of South Dakota
 That is the Committee on Nominations and Place.

The members of the Committee on Resolutions will be as follows:

Dean W. E. Alderman, Miami University (Chairman)
 Dean Donald R. Mallett, Purdue University
 Dean J. J. Somerville, Ohio Wesleyan University
 Dean A. O. French, Louisiana State University
 Dean H. W. Browning, Rhode Island St. College

Now I believe we are ready to hear the report of our Secretary. I would like to say, in presenting Fred Turner to you to make his

report, that he gave us a preview of this report last night at our meeting in Executive Committee. It is an excellent report. It shows the affairs of our organization to be in fine shape. They are larger than ever before, and it is one of our best meetings. We have more money in our treasury than ever before. Everything is booming along in spite of the long war period, and in spite of transportation problems and housing problems. The organization is in fine shape, and we are having here one of our largest attendances we have ever had.

Fred has done an immense amount of very fine work in holding this organization together during this war period, in keeping it so well organized, and the Executive Committee voted unanimously last night to commend Fred for the fine work he has been doing. I wanted to tell you about that in presenting our Secretary to make his report. Fred. (Applause)

SECRETARY-TREASURER FRED H. TURNER: Mr. Chairman and Members of the Association:

. . . Secretary-Treasurer Turner continued, reading his prepared report, with the following interpolations:

Following paragraph No. 3 on the first page of the report in section entitled "Deaths of Members", the following discussion was had:

"DEAN DONALD R. MALLET (Purdue University): Dean R. A. Rienow, formerly Dean of Men at Iowa, passed away sometime in January—I am not sure of the date. He is a former Past President of the Association, and I believe was one of the charter members in its founding, and I am sure the Association suffered a great loss.

"SECRETARY-TREASURER TURNER: I am very sorry I did not have news of that, and I did not have it at any time. I certainly would have given it proper notice had I known about it." . . .

REPORT OF THE SECRETARY

To the Members of the National Association
of Deans and Advisers of Men:

Your Secretary is pleased to present the report of the activities of the Association and its members for the period April 1, 1944 to April 1, 1946.

Membership in the Association

The membership in the Association stands at 114, which is an all time high, the previous high being 113 in 1943; the membership in 1944 was 112. There have been withdrawals and additions during this period, with additions more than offsetting withdrawals.

Treasurer's Report

The treasurer's report, which was made at the meeting of the Executive Committee, indicates that all bills rendered are paid to date,

and that funds are available for incumbrances for which statements have not yet been presented. The books and reports are available for any member who wishes to inspect them.

Change in the Executive Committee

On October 22, 1945, Dean Arno Nowotny, of the University of Texas, was appointed by President Earl J. Miller to fill the vacancy on the Executive Committee created by the resignation of Dean John W. Bunn, of Stanford University.

Deaths of Members

Your Secretary regrets to inform you that three members of the Association have died since the last Conference:

1. Dean George E. Dutton, University of Delaware, died February 29, 1944.
2. Dean Clarence E. Edmondson, Emeritus, University of Indiana, died December 14, 1944. Dean Edmondson was President of the Association, 1932-33.
3. Dean Lambert S. Corbett, University of Maine, died February 8, 1945. Dean Corbett was President of the Association, 1941-42.

New Members of the Association

Seven new members of the Association have been added since the last Conference:

1. October 12, 1944—Drury College, Springfield, Missouri, Dean of Men, Frank Clippinger.
2. December 13, 1944—Rhode Island State College, Kingston, Rhode Island, Dean of Men, Harold W. Browning.
3. January 9, 1945—Doane College, Crete, Nebraska, Dean of Men, Kenneth A. Browne.
4. January 16, 1946—DePaul University, Chicago, Illinois, Dean of Men, T. J. Wangler.
5. March 21, 1946—College of the Pacific, Stockton, California, Dean of Men, James H. Corson.
6. April 17, 1946—Syracuse University, Syracuse, New York, Dean of Men, Frank Piskor.
7. April 17, 1946—Carleton College, Northfield, Minnesota, Dean of Men, Frank Kille.

Retirement of Members

Three members of the Association have retired since the last Conference:

1. Dean Fraser Metzger, Rutgers University, in April, 1945.
2. Dean Scott Goodnight, University of Wisconsin, in June, 1945.
3. Dean Christian Gauss, Princeton University, retired from his administrative duties in November, 1945.

Progress and Promotions of Members

In the past two years there have been numerous changes and promotions of members of the Association. We are listing in this report only the major changes and promotions and will make no attempt to list the many changes among assistant deans.

I. Promotions to Presidencies:

1. Dean George H. Armacost, of William and Mary, to President, the University of Redlands.
2. Dean Fred Mitchell, of Michigan State College, to President, Mississippi State College.

II. Promotions to Vice-Presidencies:

1. Dean C. M. Sarrett, Vanderbilt, to Vice Chancellor, Vanderbilt.
2. Director of Admissions Ken Smiley, of Lehigh (former Dean of Men, University of North Dakota), to Vice President, at Lehigh.

III. To be Dean of College:

1. Captain R. B. Godolphin, U. S. M. C., to succeed Dean Christian Gauss at Princeton University.
2. Dean C. F. Richards, former Dean of Men, to be Dean of the College at Denison.
3. Donald Shank, former Assistant Dean at Akron, recently with the American Council on Education, made Director of the School of Industrial and Labor Relations at Cornell University.

IV. To be Dean of Students:

1. Doctor Daryl Chase at Utah State Agricultural College.
2. Doctor R. E. Dunford to succeed Dean John O. Moseley at the University of Tennessee.
3. Dean Wesley Lloyd (former Dean of Men) at Brigham Young University (new position).
4. Dean J. H. Newman (former Dean of Men at Alabama) to Dean of Students, University of Virginia (new position).
5. Dean F. George Seulberger to succeed Mr. Elias Lyman, Director of Personnel, Northwestern University (new position).
6. Colonel R. L. Shoemaker, at University of Indiana (new position).
7. Dean Harold E. B. Speight, at Cornell University (new position).
8. Doctor John Stalnaker to succeed Dean John Bunn, at Stanford University.
9. Doctor C. W. Thompson, at University of Iowa (new position).

V. To be Dean of Student Affairs:

1. Victor F. Spathelf, former Counselor for Men, at Wayne University (new position).
2. Dean Henry Werner, former Student's Adviser, University of Kansas (new position).

VI. To be Director of Student Affairs:

1. Colonel E. Y. Argo, at Louisiana State University.
2. Doctor Glenn C. Crough, at University of Oklahoma.
3. Doctor George E. Davis, at Purdue University (new position).
4. Eugene Dils, at Washington State College, succeeding Dean of Men Otis McCreery (new position).

VII. To be Associate Dean of Students:

1. Major Blair Knapp, former Dean of Men at Syracuse, to Temple University.

VIII. To be Dean of Men:

1. Lieutenant Colonel W. L. Bruner, at Southwestern Louisiana.
2. Frank Clippinger, at Drury University (new position).
3. M. S. Culver succeeded Dean C. P. Jarnes, at Union College, Nebraska.
4. Dean J. F. Daugherty, to succeed Dean George E. Dutton (deceased), at the University of Delaware.
5. G. C. Lindberg, to succeed Dean Ken Browne, at Doane College.
6. Douglas V. Martin, to succeed Dean W. G. Bowling, at Washington University.
7. Dean Earl R. Silvers, to succeed Dean Fraser Metzger (retired), at Rutgers.
8. Dean Arthur J. Ter Keurst, to succeed Dean E. G. Lentz, at Southern Illinois Normal University.

IX. To be Counsellor for Men:

1. W. J. Mellor, at University of Oklahoma.
2. Dean George Small (formerly of Kansas State Teachers College) at University of Tulsa.
3. Ralph A. Young, to succeed Dean John Bruere, at Wooster.

X. To be Adviser of Men:

1. Doctor Roland C. Matthies, to succeed Dean B. H. Pershing, at Wittenberg.

XI. Miscellaneous:

1. William Blaesser, former Assistant Dean at Wisconsin, to establish Counseling Center at University of Chicago.

2. John Bruere, formerly of Wooster, to accept Pastorate in Cleveland, Ohio.
3. John Bunn, former Dean of Students at Stanford University, to be Varsity Basketball Coach at Springfield College.
4. H. S. Dawson, former Assistant Dean of Men and Assistant Dean of Liberal Arts and Sciences, at Illinois, to be Director of Placement, University of Illinois.
5. Wesley Gadd, former Dean of Men, Colorado College, to Insurance Business, in Philadelphia.
6. Otis McCreery, former Dean of Men at Washington State, to Director of Training, Aluminum Company of America, at Pittsburgh.
7. Lawrence Mills, former Dean of Men at Case, to Placement Director for American Osteopathic Association.
8. Dean Joseph Riehl, former Dean of Men at Southwestern Louisiana, to Registrar at same institution.

The 1945 Conference of the Association

Plans were completed for the 1945 Conference of the Association at the Jefferson Hotel at St. Louis, and The Principia, the dates being April 26-28, 1945. Under the regulations of the Office of Defense Transportation, an application was filed for permission to hold the Conference, under date of February 5, 1945, which was denied February 15, 1945. A re-application was filed immediately, and this was also denied, on March 22, 1945. The Executive Committee thereupon voted to postpone the meeting until the lifting of the restrictions of the Office of Defense Transportation.

Regional Meetings

Two regional meetings were reported during this period: On June 16-17, 1945, twelve midwestern Deans of Students met at Evanston at Northwestern University and the Levere Memorial Temple; on October 19-20, ten southeastern Deans of Men met at Emory University.

Deans at the National Interfraternity Conference

Thirty-three Deans were in attendance at the 1944 meeting of the National Interfraternity Conference in New York; thirty-five attended the 1945 meeting, and there was active participation in the committee and conference work on the part of the Deans present. Lunches were arranged by the Deans in attendance both years, and plans were discussed for coming Association Conferences.

Appointment to Board of Interfraternity Foundation, Inc.

In January, 1946, President Miller appointed Dean Harold E. Lobdell of Massachusetts Institute of Technology, to serve for one year as representative of this Association on the Board of the National Interfraternity Foundation, Incorporated.

Cooperation in National Committee on College Fraternities and Societies

Dean J. A. Park, of Ohio State University, has served as Chairman of the National Committee on College Fraternities and Societies, and the Association has assisted in the financing of this Committee.

Cooperation with the Barden Committee of the House of Representatives

In the fall of 1944, the Association cooperated with the Secretary of the Barden Committee, Doctor Francis J. Brown, by circulating and completing a questionnaire relative to Federal Aid to Higher Education.

Representative to American Council on Education

President Earl J. Miller has appointed Dean Donfred H. Gardner and he has been certified to the American Council on Education as the Official Representative of this Association for the Council's annual meeting in Chicago, May 3 and 4, 1946.

Publications of the Association

The Proceedings of the 1943 Conference were completed and distributed in the spring of 1944; the Proceedings of the 1944 Conference are now in galley proof and will be ready for distribution in the near future.

Since the 1944 meeting, seventeen copies of the News Letter have been distributed, the last twelve issues being published on a monthly basis, since no meeting could be held in 1945.

Special Studies Distributed

Several special studies of interest to members have been distributed: a study on placement services; the report of the meeting of twelve midwestern Deans of Students; a special edition of the Bibliography by Dean George Small, devoted to veterans affairs; the report of the meeting of ten southeastern Deans of Men; and several printed booklets and publications from Fortune Magazine, and certain Foundations.

The Unofficial Placement Service of the National Association of

Deans and Advisers of Men

For some time your Secretary has been carrying a file of men available to which reference has been made from time to time by member Deans and administrative officers. Since last fall, this service has been expanded into an unofficial but active placement service. The record of this work since last October is as follows:

	Listed	Placed or Removed by Their Request
October, 1945	11	
November, 1945	21	
December, 1945	26	4
January, 1946	29	4 (8)
February, 1946	35	(8)
March, 1946	40	4 (12)
April, 1946	40	2 (14)

This service seems to be worthwhile and apparently is appreciated by both the men listed and the institutions which have made use of it.

Conclusion

Your Secretary believes that the Association has operated during the two years since its last Conference in a manner which has been useful to its members, that its condition is healthy and progressive, and that it is in a position to continue its operation in a satisfactory manner.

Respectfully submitted,
FRED H. TURNER,
Secretary

Urbana, Illinois

PRESIDENT MILLER: Thank you very much, Fred, for that very fine report. I am sure that you will agree with me now, after hearing that report, that Fred does a fine job in keeping in touch with every phase of the work of this organization and all its members, and exercises a very important influence in keeping it together and keeping folks interested in it.

The next topic on our program will be our keynote address of this meeting, "The Problems of Reconversion," to be presented by Dean L. K. Neidlinger of Dartmouth College. Dean Neidlinger.

. . . Dean Neidlinger continued, reading his prepared manuscript. . .

"PROBLEMS OF RECONVERSION"

Introduction

Gentlemen:

I do not know why Fred Turner thought that I was qualified to blaze a trail into the forest of knotty problems that we have met to discuss this year—perhaps my honorary membership in the Dartmouth Outing Club made him think I was an experienced guide. Anyhow, I was so complimented by the invitation that I accepted it before I realized what a task he had assigned. Like all of you, I am so entangled in the problems of reconversion that I cannot easily remove myself the distance that allows a view with perspective. We all are pressed by time to make decisions that are of vital importance to our institutions. It is a good season in which to meet and combine our thinking so that each of us may have the benefit of the wisdom of others.

I wish to make it plain at the outset of this address that I shall guide you into the woods—not out of them. I shall try to arrange the problems of reconversion into a pattern that will help us to visualize them. I shall state problems without here answering them. We have solved some of these problems at Dartmouth; we have failed to solve others; and of these efforts I shall speak later when discussions are in order. For the moment, let us take a look at what lies ahead of us.

The problems of conversion are made complex by three conditions that do not allow us the easy course of returning to normal pre-war practices:

First—The unprecedented numbers to be educated;

Second—The maturity and experience of veterans;

Third—The acceptance of new institutional objectives.

I shall attempt this morning to analyze each of these briefly.

I. The Numbers to be Educated

There has never been a time before now when so many young men have needed education, wanted education, and had the funds to meet the expenses of college education. Every admissions officer is like a man with DT's, who can't get away from the swarms of little men who "come in thru the windows, the ceilings and the floors." I do not know and did not bother to look up the latest national statistics—the proportions of this flood can be grasped best if each of us relates it to his own institution. Each institution can calculate the demand on it quite precisely.

Most of us managed in one way or another to graduate the men in our classes of 1941 and 1942 before they were called to active duty with the armed forces.

Most of us have not managed to graduate any considerable proportion of the younger classes that were in college when the Selective Service Act was passed. We have three full-sized classes whose education was interrupted—1943, 1944, 1945. These men have a strong priority claim for the right to return for the short periods they need to complete the requirements for their degrees.

Most of us have been able to obtain only small enrollments to form classes of 1946, 1947, 1948, and 1949, and these men have left for military service after one semester, or one year, or a little more. They will return and will need three or two more years of education.

The secondary schools from which these men came sent the large majority of their graduates during the last four years directly into service, and the proportion of these graduates who normally went to college were stock-piled against the time, now come, when they are free to continue their education. To their number must now be added a very large group of young men who had no hope of financing a college education but now have the hope, the intention, and the means.

Add also, the normal number of college applicants graduating from secondary schools this June.

Add again, whatever proportion you believe will care to come back to you of the men who have attended our institutions in the V-5, V-12, ASTP, and other college training programs.

Add finally, some number of men who failed to graduate in classes extending back to the Dark Ages and now have the ambition to try again. (We have from our class of 1921 a brigadier general, who will return as a junior in the same class with his son!)

There are many unknowns that must be used in deriving a reliable estimate of the demand for admission from the sum of these parts, but nothing short of war within six months (and God save us that) can reduce this demand to a figure less than double the number that we are built and staffed to accommodate.

Let me illustrate this condition with figures related to Dartmouth College. Our normal enrollment is 2400. We have maintained a unit of 2000 V-12 men continuously since June 1943. Fortunately, our first Navy project was an Indoctrination School for college graduates.

We have 2200 men, sometime civilian members of the classes of 1942 to 1949, who now are non-graduate veterans.

We have 5400 men, sometime Naval students at Dartmouth in the V-12 program, and of these over 2000 never attended any college other than Dartmouth.

We have 500 men who were admitted to Dartmouth but were inducted before matriculation.

This makes a total of 7100 men who have a valid claim upon Dartmouth for readmission.

If we ignore the fact that 2000 men usually apply for admission each year and simply count as potential applicants, now, the 500 per year that would have been accepted in our classes of 1946 to 1949, and the 2000 secondary school graduates who will apply *this* year, you have 4000 potential applicants for freshman admission to add to the 7100 applicants for *re*-admission, making a total of over 11000 applicants.

We can admit approximately 800 more men this year before we reach maximum enrollment. We can probably admit 1000 in 1947 to replace men graduating within the year. This leaves us with an actual accommodation for 1800 men to fill a potential demand from 11000. One applicant in 10 can be accepted.

Actually, the situation is not quite so bad as these figures indicate, for we can be sure that some portion of our former civilians will not return, and many of our V-12 men will not continue college or will prefer to go elsewhere. Nevertheless, no sign that we can see gives hope that less than 60% of our potential customers (or less than 6,000) will actually apply.

If, at Dartmouth, we turn away every applicant who was not formerly a student at Dartmouth and is not now a veteran, we would still be short accommodation for several thousand men who want to come back, should come back, and will be tragically disappointed when they learn that they must wait until 1948 to enter.

Dartmouth is a small liberal arts college. Hanover is a small country town. The expansion of our facilities would require more dormitories, more classrooms, more faculty houses, more restaurants, more laboratories, and for none of these would we have the slightest use when this emergency is over. The essential character of our institution is closely related to its size. We believe those veterans coming back will be cheated if the character of our college and the quality of the educational experience it has offered in times past is destroyed by a hasty and ill-considered expansion.

I think we can profitably discuss the following questions, which arise out of this pressure of great numbers knocking on our doors.

1. How can we expand our capacities without destroying the quality of the college experience?
2. Since all applicants can not be admitted, who should have priority, and what qualifications should determine selection?
3. How can we protect our public relations from the consequences of rejecting so many fine and well qualified applicants?
4. What alternatives have we to recommend to those to whom we must deny opportunity for education in college?

II. The Maturity and Experience of Veterans

The second condition that presents a whole series of problems for our solution is that now and in the immediate future our students, instead of being young, immature, and inexperienced, are going to be older, relatively mature, and widely experienced. Furthermore, the two kinds of students are going to be with us simultaneously in the same classes. The average age of freshmen may only change from 18 to 20, but the largest proportions will be at the extremes with possibly half of the class only 17 and nearly half of them 22 years of age.

I think most of us have already discovered that some of our teaching methods, our paternalistic attitudes, our disciplinary systems, and our social organizations are out of focus with the veteran, who is now and will be for some years to come the central figure in our picture. We must make changes that will enable us to meet the needs of these men.

Several observations are already possible from our experience with the small numbers of veterans who have returned.

1. Their purpose and motivation is unusual.
2. They have a very strong vocational interest.
3. The marriage problems are new and big.

Let me expand each of these three observations for a few minutes.

In the past we have labored under a great handicap caused by the indifference of many students to the opportunities offered them and by the extent of their disinterest in intellectual activity. Too many men came to college simply because they couldn't think of anything better to do. They came to mark time until they became old enough to go to work.

Now, certainly, the majority, formed by these veteran undergraduates, has made a definite decision to get an education. They are investing time, the value of which they appreciate. They know what they want to get from college, and they are determined to get it. The quantity and quality of the academic work they turn out is prodigious. It is an inspiration to have them in class. They make class work challenging to other students and to the instructor.

In the past, the percentage of students who failed through lack of effort was always too high. The modern processes of admission screen out almost everyone who *cannot* do college work but misses many who *will* not do it. No more convincing demonstration of the part purpose and motivation plays in success in college could be offered than is now being performed daily by these veterans. At Dartmouth more than 50% of our veterans made a Phi Beta Kappa average last term. More than 75% of our married veterans did so. We allowed about 25 men who had been dismissed from Dartmouth for academic failure to qualify for readmission to college as veterans by passing the Armed Forces Institute G. E. D. tests with scores above 250. Of these men nine had no grade lower than B, and 85% of their grades were C or above. Some of these men had been out of college seven or eight years. I might comment here that we have found the G. E. D. tests extremely reliable as an index of ability.

In the past, too many of our undergraduates were content to do only what was required by an instructor. It was a little disreputable to ask questions or to consult instructors outside of the class. At Dartmouth the abusive term for it is "apple polishing," but each college has its equivalent.

Now the majority of men in the classes participate in discussions. They pump the professor and quite often contribute pertinent observations from their own experience. These new students have had a wide scope of experience and observation that needs interpretation. They have seen what many instructors have only read about—flora and fauna of South Sea Isles, social customs of savages in central Africa, money valueless as currency in native villages or barter markets, etc.

Another obvious improvement over typical undergraduates that these mature students have acquired is a "sense of values"—they are not fooled by the false front hiding a weak man, a weak argument, or a fatuous idea. They have learned much of themselves, and they

can recognize a fathead, a stuffed shirt, a charlatan, or a pretender a mile off. They have learned that when the chips are down, what a man is is more important than what he does for a living or where his father was born.

The fact that the veteran student is older and has made a deliberate decision to return to college instead of seeking immediate employment accounts for his strong vocational interest. This is particularly apparent in liberal arts colleges that are not geared to meet it. In the service these men experienced technical training that was extremely practical and highly specialized. This experience and their feeling of urgency to prepare for a job leaves them impatient with the theoretical content which they find in college courses. Many have come back to college to get something to sell to an employer rather than to get something to keep. It is a dangerous trend, and, in my opinion, we must be extremely careful that we do not, in our desire to give the veteran whatever he wants, allow him to pass by the wares of proved worth that we have to offer.

I have great respect for vocational education, for technical education, and for professional education, and I, perhaps, have an exaggerated opinion of the worth of liberal education; but of one thing I am sure, they are not different names for the same thing, and one should not be sold as a substitute for another. The large university that offers them all in its various schools and departments has only the problem of directing the customer to the proper counter. The smaller college has the more difficult problem of determining what the customer wants and sending him elsewhere if it is not within the offerings of the college. Perhaps, also, we face the very real problem of convincing these veterans and other vocationally-minded students that a liberal education is not an impractical education, or an extravagant investment, but it is the most adaptable and endurable tool with which he can go equipped into the business world.

Certainly the veteran will be poorly served, and the resources of the educational institutions of the country will be poorly utilized if every college tries to teach every conceivable subject that any veteran asks for. The fact that he can pay for it with a government check should not tempt us. I have no doubt that present schools of Agriculture and Engineering and Business Administration and Foreign Affairs and Journalism must be enlarged and new ones founded, but let's not all try to compete in these specialties, and let us particularly not start schools of Podiatry, Tonsorial Art, or Mortuary Science just because we find a dozen men who would like to have our diploma to hang in an office, where they will fix the corns, the cowlicks, and the corpses of our numerous alumni.

These observations upon the extent to which the maturity and experience of veterans must influence our plans for reconversion suggest the following questions that we may profitably discuss at this meeting:

1. Can we permanently raise the level of maturity of undergrad-

uate intellectual and social life by demonstrating the advantages of a higher level during the next five years?

2. Can we free the eager mind from such academic fences as the prescribed course, the credit measuring system, and the fixed recitation schedule?

3. How can we prove to the veteran with a strong vocational interest that liberal education is practical?

4. How far should we go in providing in our colleges types of specialized instruction readily available at other institutions?

III. New Objectives

I now turn to the third and last of the conditions that gives rise to reconversion problems—the existence at most institutions of new objectives. These new visions of opportunity have come to us in part from our personal or institutional war experiences and experiments, and, more generally, from the break with routine that has forced us to reexamine the purpose and the value of every tradition, process, and agency that we now must transplant in order to have it survive.

In 1941 it would have been difficult for us to convince ourselves and virtually impossible for us to convince our faculties, Regents, or Trustees that the institution could live and prosper if it withdrew half of its course offerings, suspended all or half of its athletic, fraternal, and social activities, transferred half of its instruction staff to new departments where they taught unfamiliar subjects, and operated semesters of varying lengths, starting at strange seasons and following each other in never ending sequence.

In 1946 we know that these things can be done. We know that anything can be done that needs doing. We have escaped from ruts from which only the explosion of war could release us. Many of them we will return to indifferently, many we will return to gladly, but we don't *have* to return to them. A lot of academic Sacred Cows have been slaughtered to feed the Army and the Navy.

At Dartmouth we have charged a whole regiment of committees composed of faculty and student members with the task of reexamining the rule book, and every organization that formerly existed in the College and governing bodies, fraternities, publications, and "honorary societies" are being put under the microscope.

The experience is much like helping your wife with her spring cleaning. You haul everything out in the light, dust it off, try to recall why you ever bought it or accepted it as a gift, and debate whether it is of use to you any longer. You don't find many treasures, nor do you get rid of many possessions, but you place things in order and gain a new appreciation of their functional or sentimental value.

Most colleges have felt obliged to re-examine their curricula. There is a strong trend toward greater prescription in the first two years

and greater freedom in the last two. The Harvard report, "Education in a Free Society," and the report of the Curriculum Committee of the Amherst Faculty have had a great influence—at least in the eastern colleges.

I would like to use the one important curricula change we have agreed upon at Dartmouth as an example of things we have distilled out of our war experience. We were impressed by the extent to which our V-12 men derived education subsidiary to classroom instruction from the fact that very large numbers were taking the same courses at the same time. This produced discussion of topics presented in class in the dining halls, in dormitories, and wherever groups of students gathered. It made academic work an intimate part of daily living instead of merely a scheduled activity. This convinced us that we could reproduce in the modern setting some of the spirit that used to prevail at Dartmouth fifty years ago when all members of each class followed an identical curriculum and schedule. We saw a chance to recapture that spirit by compromising the elective system only to a limited degree. We have established a required course for all members of the senior class, to be taught exclusively to seniors and taught partially at assemblies en masse. It is to be called "Great Issues," and each week it will aim to state, but not to answer, the scope of some issue, social, political, or cultural, upon which the college graduate, as a supposedly educated man, will be expected by his associates to take a position. For years we have attempted to present such issues by means of a lecture program. The faculty and their wives became educated at these lectures, but students did not—partly because they stayed at home.

We may be barking up a tree, but it has been a long time since an idea has created so much enthusiasm in our Faculty as this one has created.

Some of us believe the war has dramatized a better method of teaching languages than we have used. The assistance that can be obtained from visual aids has been widely observed, and such aids surely will be developed beyond present horizons.

We must make a start on the tremendous job of correlating the new data of historical events, political theories and scientific developments that have occurred with such rapidity in recent years. We must, for example, reduce atomic physics to a conception the common man can understand and translate it in a common language. We must not only acquire for ourselves the ability to think in terms of Mr. Wilkie's "One World," but we must teach others to do so.

The questions that we must ask each other if we are to answer the problems arising from these new objectives and opportunities lying before educational institutions in the post-war era are so fundamental, so broad, and so important that our discussion of them can easily become philosophical rather than practical.

1. What have we got that is worth keeping?
2. What impediments to education can we get rid of?

3. What is most important for young men to learn in college?
4. How best can we help them learn these things?

Conclusion

I very sincerely hope that what I have had to say to you this morning will help you to see more clearly some individual trees in the forest of problems we must penetrate before we are reconverted.

The confusion of these times is a challenge to clear thinking and decisive action. We must not allow such bewilderment as we feel to confound further the young men who trust us to equip them to control their destinies.

I have been so serious in presenting this very sketchy survey of our problems to you that I would like to close with a little story about improving a situation that I have found amusing:

An American soldier stationed in England was invited to dine in the grand manner by a dowager duchess. There was great interest and considerable speculation among the men in his platoon ahead of the event and immediate curiosity to learn of his experiences when he returned to his barracks. Apparently, the evening was something less than a success, for the G.I. had developed a formula for its improvement: "It would have been a fine dinner," said he, "if the iced tea had been as cold as the soup, if the soup had been as warm as the wine, if the wine had been as old as the chicken, if the chicken had been as young as the waitress, and if the waitress had been as willing as the duchess."

The moral of this story should fill us with hope as we discuss our troubles with each other during these next few days. Willingness—which surely none of us lack—when displayed by the right person at the proper time will often save a very distressing situation.

PRESIDENT MILLER: Thank you, Dean Neidlinger. That was a very fine keynote address. I am sure you all agree with that statement that it is one of the best that we have ever had. We appreciate it.

Now I am going to make a little effort to get folks acquainted. I believe that one of the finest features of our Association, or the most valuable result of our Association, has been the opportunity to really get acquainted with each other, to make these long-lasting friendships. So, we will keep folks introduced.

By way of introductions, we were introducing our hosts a while ago. We introduced Director Davis and his assistant, Don Mallett. Now I understand another of our hosts, another assistant to Director Davis, has come in, Mr. Horne. Will you stand up, Mr. Horne, so we can all get acquainted with you. (Applause as he arose.)

Now we pass on to another of the topics in this morning's session, in which we are going to have a discussion of "Veterans Organizations." I am sure that we are all having new contacts with the

veterans organizations. We are finding new reasons to be interested in them, new reasons to need to learn more about them. It is a very timely subject.

We are very fortunate to have this subject presented to us by Mr. Ralph B. Gregg. Mr. Gregg is a native son of Indiana. He was born here in Indiana in 1896. He has an LL. B. degree both from Indiana Law School and Indiana University Law School, and has been practicing law in Indianapolis since his return from service in World War I. He was also an instructor in the Indiana Law School and Indiana University Law School.

Mr. Gregg is particularly qualified to talk to us on the subject this morning, by virtue of his long and active participation in the affairs of the Legion. He organized and was a charter member of Memorial Post No. 3 of Indianapolis, and was elected Post Commander in 1931. Mr. Gregg served on the Twelfth Indiana District Executive Committee for a number of years, served as Chairman of the Rules and Permanent Organization Committee at the Indiana Department Convention in 1933 and 1934, was Chairman of the Constitutional Amendments Committee at the Miami National Convention in 1934, and was a member of the Credentials Committee at the St. Louis Convention in 1935. He was elected Twelfth District Commander for 1935-36, and he was appointed then to the position which he now holds, as National Judge Advocate of the American Legion. He has attended nearly all of the National and Indiana Department Conventions, and has taken an unusually active part.

Certainly we are most fortunate in having a person so well qualified to discuss this topic. Mr. Gregg will speak to us on the subject of "Veterans Organizations." (Applause.)

MR. RALPH B. GREGG (National Judge Advocate, the American Legion): Thank you, Mr. Chairman. Gentlemen: It is a pleasure to appear here today to give you a word picture of The American Legion and of other current veterans' organizations. Your Association plays an important role in the field of education. Your members are leaders in American university and college circles. You are vital factors in the moulding of the characters of scores of thousands of our best young men and women to whom this nation must look for future leadership.

The American Legion always has been deeply interested in education. We originated soon after World War I the annual observance of American Education Week. We have fought for bigger appropriations for schools. We have championed adequate salaries for teachers. We have fought against the closing of schools in times of depression. We have fought against subversive textbooks. We wrote originally and steered through Congress the G. I. Bill of Rights under which today more than 250,000 veterans are attending colleges. Our interest in education stems from the realization that in a democracy such as ours, the best protection of our liberties lies in the highest standards of public intelligence.

Annually The American Legion awards 15 national commander collegiate scholarships valued at \$400 annually each, to orphaned sons of veterans with a maximum of \$1200 to any one recipient.

We sponsor annually one of the leading high school oratorical contests in the nation designed to promote studies of the American Constitution and Bill of Rights. More than 150,000 students are entered in the 9th annual contest this year. The first prize in this annual contest is a \$4,000 scholarship good at any college or university of the winner's choice.

At the grade school level The American Legion through its expanding network of posts in each community annually awards more than 14,000 scholarship medals to pupils in the elementary schools. These awards are made on the basis of scholarship, leadership, honor, courage and service.

Annually most of our state departments conduct such educational programs as Boys' State in which selected youths of high school age are taught the principles of American self-government by organizing and operating a mythical 49th state; Junior Baseball designed to develop good sportsmanship; Boy Scout sponsorship; and citizenship schools for the foreign-born.

From this record you may judge for yourself how deep and abiding the interest of The American Legion is in education.

Currently The American Legion is deeply interested in its expansion in the college field. Since the V-J Day more than 34 new American Legion campus posts have been organized. Special crews of young World War II college men have assisted in the formation of such new posts.

The American Legion is encouraging the growth of campus posts because it knows that from these college veterans will come its own leaders of the future.

These new American Legion campus posts have an important role in the educational field. They provide, first of all, an organized basis for veterans' comradeship. The young men who fought this war are not the same youths who left home and campus to put on the uniform. Their war service has matured them. They have seen life at its worst as well as sometimes at its best. It is only natural they should seek to associate together because of their mutual bonds of service and experience. The American Legion campus post provides them that vehicle of association. It is a sound and an American vehicle.

Being organized and having the full weight of the greatest veterans' group in the world behind them, campus Legionnaires are in a position to help their unorganized comrades.

Virtually all of our campus posts now have housing committees which assist veterans in getting located. Many of them already

have service officers and committees to help campus veterans with their various rehabilitation problems.

At the University of Texas, the Legion campus post has created a loan fund to tide over G. I. students whose subsistence allowance checks are delayed. Several posts award scholarships.

At all these schools American Legion campus posts provide social outlets to their membership.

I should like at this time to discuss the background and the original organization of the American Legion, and the other veterans' organizations that have a national strength.

There are approximately 100 of these different organizations in the field today, and only a few of them have organized on a national basis. Some of them are old, consist of veterans of many wars and campaigns; others include veterans of World Wars I and II; and still others are composed of veterans of World War II only.

At this time I should like to take a few moments and give you the background and the history of the organization of the American Legion.

It was originally born at the Paris caucus in March of 1919, which was attended by veterans direct from the field of battle. At that time, they adopted a constitution, a preamble, and commenced their organizational work.

The organization had for its purpose, the comradeship which was mutual at that time, and service to their community, state and nation. Later, in May of 1919, the American Legion held a second caucus in St. Louis, Missouri, at which they developed a permanent organization. In September of that same year, they appeared before Congress, and requested legislation, by which they ultimately became a federal corporation. Few people know that our organization is incorporated by act of Congress. That act outlines our purposes, sets out our powers, stipulates that we shall be non-political in character, and also defines eligibility for membership. We are required annually to file a report with Congress, setting forth our major activities and our financial statement for the past year.

There are a few other veterans' organizations which have been chartered by act of Congress also.

The American Legion developed rapidly. In 1920, which was one year after its original organization, it had approximately 10,000 posts spread throughout the nation and its territorial possessions, composed at that time of a membership of approximately 800,000. Under the federal charter, by which we were authorized to operate, we established departments which are coincidental with the various states and the District of Columbia. At the present time we have 49 departments in the Continental limits of the United States, and 9 territorial and foreign departments.

We also at this time have grown to a membership of approximately

2,800,000, with approximately 14,200 posts spread out in every cross-roads community in the United States.

The American Legion believes, as do other veterans' organizations, that the prime purpose of any veterans' group at the present time is immediate rehabilitation of the veteran. We have been engaged in that for the past four years. We have sponsored legislation long before the termination of the conflict, looking toward that goal. We have always been interested first, in the protection of the widow and orphan of the deceased veteran, in the rehabilitation of the wounded veteran, and in the furtherance of the best interests of the veteran generally. The strength of our organization is not national. It is in the community. And membership can only be attained through a post in the local community where the veteran resides. We have been interested in the field of child welfare. As early as 1926, we organized a child welfare department, and since that time, we have expended approximately 55 million dollars for that purpose.

Our expenditures are largely made to the child in the home, so that he will not be separated from his parents.

We are also interested in youth training, citizenship building, community service. We have promoted parks, playgrounds, swimming pools, libraries, health clinics, and like activities in the community.

In 1943, the American Legion felt that its organization needed new blood, and believed that it could only be extended in its activities if it invited those who were serving in World War II into its membership. At the convention at Omaha, Nebraska, a resolution was adopted calling upon Congress to amend the federal act so that World War II men and women would be eligible for membership.

We are one of the few organizations which restrict our eligibility requirements to the fighting period in both wars. No man or woman can become a member unless he or she served either between April 6, 1917 and November 11, 1918, or between December 7, 1941 and the date of the cessation of hostilities as fixed by the United States Government.

We believe that our membership is a fighting organization composed of fighting men. At the present time, our activities in so far as membership of World War II veterans is concerned, shows that we have had considerable success. Of the 2,800,000 veterans, approximately 56½ per cent are men and women who served in World War II. Our goal this year is a membership of approximately 3,300,000, and we believe that we will exceed that estimate. We realize that we will probably never reach a membership of more than five to six million of the some fifteen million men and women who served in World War II, but if we attain that goal, we will have the man and woman whose interest is sufficient in his community, state and nation to do something about it.

We never, at any time after World War I, had more than approximately 25 per cent of the eligibles from that war. But we have had

a distinct influence in the community, state and nation because of the fact that we were organized and because our members were willing to do something about it.

I give you this detailed picture of the American Legion, because of the fact that I have been active in its organization and growth since its inception.

We have a number of other World War organizations which originated long prior to World War II, and I can only give you a thumbnail sketch of those groups, and tell you generally, their activities.

The next organization in size and strength to the American Legion, is the Veterans of Foreign Wars, known as the VFW. It was organized in 1899 and later was consolidated with other groups. Its membership is limited to overseas veterans of 16 foreign wars, expeditions and campaigns, and at the present time, it claims a total membership of 1,500,000 in 6500 posts throughout the United States. Its objectives are similar, but not identical with those of the American Legion. There is this distinct difference with reference to eligibility. The Veterans of Foreign Wars will not include anyone in its organization unless he had service in the wars or campaigns designated, while the American Legion is only interested in honorable service of any veteran during both wars, who received an honorable discharge or continued to serve honorably after the cessation of hostilities.

Still another veterans' organization which was in the field prior to the inception of World War II is the Disabled American Veterans, known as the D.A.V. This organization was founded in 1920, composed of war disabled veterans, organized in 44 different states, total membership of approximately 100,000, and its main objective is rehabilitation service to the veteran and his family. It is currently interested in raising ten million dollars for its national fund devoted solely to rehabilitation.

The Catholic War Veterans, which is more of a specialized group, was organized in 1935, with a claimed membership at the present time of 876,000 in nine states, with 576 posts. Their main purpose is the care, rehabilitation and burial of Catholic war veterans. Membership, however, is extended to any veteran of any American war, expedition or campaign recognized by the Veterans' Administration, and if the member has had an honorable discharge. This organization recommends affiliation with other veterans' groups.

Still another group is the Jewish War Veterans, one of the oldest organizations in the field. It was organized March 15, 1896. Membership is limited to veterans of Jewish faith who served in any American war, expedition or campaign. It has 15 departments, 440 posts. Its chief purpose is to combat bigotry and darkness, to uphold the fair name of the Jew and to fight his battles. It claims a membership of 50,000, with approximately 75,000 associate members.

Another organization is the Military Order of Purple Heart. The

eligibility in this group is limited to wounded ex-soldiers and sailors of World Wars, who were recipients of the Purple Heart decoration which was originally extended by General George Washington. It was organized in 1932, incorporated by the 77th Congress, and its main objective is work for the rehabilitation of wounded veterans. The 1946 World Almanac lists its membership at 105,000.

Those are the largest and most potent veterans' groups which were in the field prior to the commencement of the late war. There were many other organized groups, and there are still others being organized daily. But most of them are merely paper organizations, and have not indicated that they have any influence in veterans' affairs.

We have, however, as a result of this war, several young but growing organizations which are composed exclusively of World War II veterans. While there are approximately 100 different groups, only three or four have organized on a national basis as yet.

It is the attitude of the American Legion not to be paternalistic as far as other veterans' groups are concerned. You can see by my review up to the present time, that many of the objectives not only of our organization, but of the other organizations as well, are identical. We try to coordinate our activities where that is true, and we always try to cooperate with them in the attainment of sound objectives.

I should like to discuss the American Veterans' Committee, which is an organization of veterans as an outgrowth of the present war. I suspect that it is one of the most publicized of any group which has been organized since the last war was fought. It was the only organization of World War II to be accorded recognition in the selection of consultants to the American delegation at the San Francisco United Nations Security Conference.

At the present time, it claims 125 posts in the United States, 15 posts overseas, has a membership of 30,000, which is not audited. It champions socialized medicine, full employment legislation, housing for all, and other objectives sometimes identified with so-called progressive and liberal elements. Its members include World War II veterans and members of the Merchant Marines.

In that respect, it is distinctly different from the American Legion. The Merchant Marine was a civilian group, and we do not extend eligibility to any person unless he served in the armed forces, within the permitted periods during both of the World Wars.

Another organization which is quite active, which is growing, which has a membership of less than 100,000, is the Am-Vets. It is composed of veterans of World War II, and follows rather closely the pattern of the American Legion with reference to ideals, objectives and purposes.

There seems to be just a little dissension in this organization, as there are two groups, one in Washington and one in Florida which

claim the same name, and both have requested Congress to issue a charter under that label.

It is quite true when these veterans' organizations originally form, that there may be some dissension in their ranks, and they may have some difficulty organizing. They may have objectives which might not seem sound to some people, but which may be born of youth, and I have every reason to believe that the groups will develop and grow and become sound in so far as the veterans are concerned.

Another group which was organized September 8, 1943, is the Global War Veterans. Its approximate membership as of April, 1946, was 30,000. Its purposes are as follows:

"To give our unwavering support to the constitution and laws of the United States and to defend the democratic institutions which they protect; to guard especially the rights of free speech, freedom of worship, and the right of all citizens freely to vote.

"To organize the men and women who served the United States during this war and to perpetuate throughout our lives the comradeship and ideals which we experienced while serving in the armed forces.

"To perpetuate the memory of our dead and consideration for their dependents.

"To urge private enterprise and government to work together toward the goal of stable employment for all veterans and citizens.

"To support a policy of international cooperation embracing all nations which will at least isolate future outbreaks of violence among nations, and to develop the United Nations into an organization strong enough to suppress would-be aggressors quickly.

"To foster ideas and constructive plans for better government—local, state and national.

"To work for conditions under which all Americans of every race, creed or color can live together in peace.

"To encourage all special interests to be tolerant of the problems of other groups.

"To express to the proper authorities the opinion of global war veterans on vital questions of public policy; to avoid participation in party politics as an organization, but to promote interest and activity in civic affairs.

"To keep the United States a citadel of freedom in which all groups work together for the common good."

Those purposes are almost identical with those expressed by the American Legion in the Preamble to its constitution, and also set out in the Federal Statute of our organization.

There are a number of other organizations which have not as yet reached much membership strength, among them the United Veterans, 23,000; the Navy League of the United States of America, 15,000;

the National Veterans' Collegiate Association, 7,500; the American Enlisted Men, 5,000; Army and Navy Union, 2,800; and the United Nations Legion, 3,000.

In any discussion of new veterans' groups, I think we all have to give consideration to some of the problems faced by these groups. First, while there are 15 million World War II veterans, they do not necessarily speak the same language or even have the same ideas. World War II was a global conflict. The men and women who fought in the Pacific had little common experience with the men who fought in North Africa and Europe. Neither has much in common with the men and women who served in the Aleutians. It is a fact that even G. I. slang was vastly different in the various theaters of operations. Inherent unity is lacking. Second, it takes a great deal of money to launch a new organization on a nation-wide scale. It took \$500,000 to launch the American Legion, and where is the average new organization going to get such funds? This money must not come from any questionable sources such as big business, politics or labor, which may seek vested control.

Third, investigation has disclosed that promoters of all sorts are busy organizing new veterans' groups. Until it has proved itself, therefore, every new organization logically is open to suspicion. No self-respecting veteran wants to be exploited by any promoter or group. Yet, until a new organization has established itself beyond suspicion, the prospective member cannot have any guarantee that his dues are not enriching a self-seeking promoter or possibly are not being used to aid and abet an un-American cause.

Fourth, a new organization is in poor position to compete in the rendering of services to its members and to veterans. It lacks service outlets. It lacks experienced service officers. It lacks knowledge and experience and it does not possess the know-how for coping with practical problems. Its energies must be devoted to the fight for survival.

Fifth, a new organization is handicapped by lack of facilities. It has no clubhouses for these products of years of planning and serving and scraping. It lacks funds; it lacks prestige; and it lacks an influential membership. These are formidable obstacles in recruiting new members. The Legion survived some of these problems 26 years ago.

I should like at this time, with reference to the problem of service and rehabilitation, to acquaint you gentlemen with the fact that The American Legion has approximately 25,000 voluntary service officers, giving direct service to members of World War II, without charge. We have some 600 paid men who devote their entire time to that problem. No man or woman who wears the uniform will ever be turned down by any post or any department of the American Legion, with reference to any problem which might be presented.

We have 25 field secretaries, who are continually going over the United States and solving the problems of the veterans. We have

an experienced staff in Washington devoted to these problems. If a veteran's claim is turned down locally and appealed, and he names the American Legion as his attorney in fact, our Washington office, without charge, will present that claim to the final consideration, to the Veterans' Administration.

We have, during the past 25 years, gone out and promoted legislation which has resulted in the establishment of approximately 100 veterans' hospitals in every state in the United States. In addition to that, we have promoted, wherever it was sound, other programs for the rehabilitation of the veteran, and for service to the wounded. You probably noted the controversy of late, between our National Commander and the Director of the Veterans' Administration.

There was nothing personal about that controversy at all. The American Legion felt that under the G. I. Bill of Rights, the veteran was entitled to attend school. He was entitled to go at once, and not be delayed in his education. It must be remembered that many of these veterans have reached the age of 24 and 25 years, and a delay of six to nine months might change the entire future of that veteran if he cannot get into a school of higher learning.

Consequently, we were interested in seeing that the Veterans' Administration carried out the obligations which were assumed by it under that legislation. Under the G. I. Bill of Rights, the Administrator has priority powers, second only to the Army and Navy. He was given an appropriation of one-half billion dollars in 1944, and that has been augmented from time to time since that date.

There has been an unnecessary and an unexplainable delay in the issuance of the subsistence benefits to the veterans who have attended colleges and higher schools of learning.

We propose to see that that is brought up currently and to-date. I don't know how many of you gentlemen have ever noticed that the Federal Government and its various agencies is always very prompt when the individual citizen is indebted to that government. In other words, that side of the ledger is always promptly kept up to date, and we feel that if that can be done on one side of the ledger, that it is possible and that it should be done on the other side of the ledger, and especially so in these times when immediate rehabilitation is important.

Now, to sum up the various veterans' groups, of 27 veterans' organizations covering four world wars, excluding the American Legion, there is a total membership of 2,918,052, with approximately 10,000 posts, as compared with the American Legion audited enrollment figure as of April 16, of 2,787,401. All posts of all known veterans of all wars, exclusive of the Legion, total only 10,797, as compared with active posts in the American Legion as of April 16, 1946, of 14,260 posts.

The American Legion at the present time is receiving 15,000 applications daily for membership, and new posts are being organized at the rate of 12 a day.

That indicates to me but one thing. In 1919, when the American Legion was born, it was born in the area of that conflict. Men who had served together, had mutuality of purpose and the same desires. Out of that, our organization was born. We did adopt, and we believe we have followed sound policies since that time. A comparison of 64 different veterans' groups which were organized since the inception of World War II, show that approximately 34 of them have adopted some or all of the objectives of our organization. Consequently, we believe that our present growth is due to the fact that the objectives which we sponsored are popular, and are the objectives which the members of World War II wish to support.

In conclusion, I should like to say this: I am hopeful that no veterans' organization ever becomes arrogant in its strength. I am hopeful that it will be humble always, in its service to the veteran, to the community, to the state, and nation. I think if they adopt that program, and those purposes and follow them out, they will be a distinct contributing asset to the quick rehabilitation of our country.

Thank you. (Applause)

PRESIDENT MILLER: Thank you, Judge Gregg, for that very fine address. That talk was packed full of vital and valuable information concerning all of these organizations, their past achievements and their purposes. Certainly it is of great value to all of us at this time, and I feel that that address will be one which will be referred to in our proceedings, and which we will find valuable in the records of this meeting. We appreciate very much your taking the time to come and present such a well-organized and valuable paper.

The discussion on this topic will be led at this time by Dean Newman of the University of Virginia.

. . . Dean J. H. Newman assumed the Chair. . . .

CHAIRMAN NEWMAN: I think we will follow the same custom of having them give their names, so that they can be included in the minutes.

In order to say just a word here, Judge, I think you have presented a very fine argument. You have a big organization, you have a big house, and a good set-up.

I have heard more about the American Legion here today than I have heard at my institution.

Since I am to lead this discussion, and not to indulge in it myself, now is the time.—What are the questions?

DEAN A. O. FRENCH (Louisiana State University): Do you know of any efforts on foot to coordinate the efforts of these various veterans' organizations, to bring them into one influential movement in the country?

MR. GREGG: I know of no concerted effort at this time for a

consolidation. I have been expecting, and it happens oftentimes when different groups with approximately the same objectives grow up at the same time, that ultimately they get together and consolidate their strength.

DEAN L. D. STRATTON (Drexel Institute of Tech.): We have at Drexel a local G. I. organization, and recently, there has come to my office a request from a number of students to form a chapter of the "American Veterans' Committee" at Drexel. I said to those men, "Bring me the constitution of the National Association, and also the names of the directors." They brought me the constitution of the Washington Chapter of the American Veterans' Committee, with a comment that the National Association had not yet been formed, and that no constitution had been written. If you look at this Washington Chapter, its statement of purpose says that its intention is to carry out the "statement of intentions and policies" of the American Veterans' Committee.

Then they brought me a pamphlet which many of you Deans may have seen; part of it seemed of merit. On the front page however it gives a picture of three-quarters undressed women with the caption, "The things the veteran wants." This is followed by more serious cartoons. The statement of intentions, as you read them—and I won't take time to do that—can be interpreted in any way at all since they are couched in such general language.

The names of the National Planning Committee are given and Charles Bolte is the chairman. There were a number of other names of the committee, and I have tried my best to find out what the status of this Planning Committee is in the minds of educators.

The local veterans' organization at my college will name me three men on this Committee who are avowed Communists. None of these men are anxious to become affiliated with the wrong group, but as you say, they are shopping around.

Now, the purpose of this meeting is to try to solve some of our difficulties. Do any of you men know anything about the National Planning Committee, or the Armed Forces Advisory Committee, of the American Veterans' Committee, that can help me to decide as to whether or not this is an organization to have represented on our campus?

At about the same time—is my old friend Dean Seulberger of Northwestern in the audience—there came a letter from an organization called the Anchor and Eagle, a Veterans' Organization Committee at Northwestern University. This organization is sending out teams of students to address students at other colleges. Is this group, or is it not a part of the American Veterans' Committee? The "Anchor and Eagle" is a mimeographed sheet. I would like some help and light on these questions if anybody can give it to me.

CHAIRMAN NEWMAN: I think Dean Stratton has hit pretty strongly on what we must face sooner or later. This American

Veterans' Committee has certainly been most active in my experience of any, and with all apologies to you, Sir, I think we will just have to face that question that has been raised here.

You also notice a statement that was made about nobody auditing the membership. If you will also read that same leaflet you have there, you will see that they have dues of about \$3.00 a year. They expect about five million members and so forth, and it looks like there is enough material to require an auditor. But I don't know. I am just asking that question in addition to those you asked. Does anyone have the answers?

SECRETARY-TREASURER TURNER: I can give Dean Stratton an experience type of answer. We have on our campus both the American Legion and the American Veterans' Committee. The Legion Post was asked if it had any objection to the chartering of other veterans' organizations on the campus. It said it did not and would welcome the competition.

The American Veterans' Committee has been in existence now about five weeks, and its program to-date is absolutely identified with that of the American Youth for Democracy group. They have entirely the same programs.

DEAN A. BLAIR KNAPP (Temple University): I am not rising to the defense of A. V. C., but I am relating our experience to-date. I had a similar experience as Dean Stratton. We have a local group, a strong minority. Let me be a little more specific. We have 2,000 veterans. We have a local veterans' organization of about 100. It has been weak; it has had poor leadership and going nowhere. The better leaders in that group advocated affiliation with A. V. C. It is somewhat contrary to my thinking about the organizations we should have on the campus. I would much prefer to have local groups, unaffiliated with any national group whose membership is very largely non-student.

My original reaction was distinctly negative. However, the thing had gone so far, that it did not seem wise to say, "You cannot consider this." Mr. Bolte was invited to address our veterans' club. I took the occasion to have Mr. Bolte as my guest at lunch to see if I could find out what he thought and some of his ideas. Frankly, he impressed me very favorably. I am certain in my mind, or as certain as one can be in a few moments conversation with another man, that his motives are good. When I asked him pointedly, whether or not there was a danger that his group might wind up supporting some policies that some of us might not like, he readily admitted it. But thus far, apparently, he has been able to keep out of the National organization the admitted attempts of the Communist party to raid his group.

I don't think there is any question in my mind that that attempt has been made. Furthermore, I don't think there is any question but that certain of his local committee, his local chapters, are Communist in part.

Well, to make a long story short, and not to bore you with details, I am trying to answer from our experience, the veterans' club turned down the proposal to affiliate for the simple reason that not all of the men wished to join, and the advocates of affiliation themselves joined in unanimously, in voting down their own resolution.

We have permitted them to form on our campus, an A.V.C. Chapter of Temple students and faculty which is not officially recognized by the University as a University organization. We are retaining our own local Temple veterans' club. The A.V.C. is in a sense, an outside group. We are going to extend the hospitality in terms of space as they require it for meetings, which we will do for the American Legion, Am-Vets or any other group. Thus far, I am satisfied that our members are not members of the A. Y. D. group. I am also satisfied that the leaders in our A.V.C. will resist to their fullest power, the invasion attempt which is certain to come from that group.

CHAIRMAN NEWMAN: Thank you, Dean Knapp.

DEAN L. K. NEIDLINGER (Dartmouth College): I know very little about the American Veterans' Committee, but I have known Charles Bolte since he came to college as a freshman, and I have known him ever since. He left college and enlisted immediately in the English Army because that was before we were in the war. I have had a chance to talk with him for hours about his organization. I know a good many of the men who have assisted him in it. I know how he came into it at the time it was a very small group of about twenty men who were interested in the same thing. I simply say this: As far as Bolte is concerned, he is an idealist. He is a boy of high moral principles. He will not be associated with an organization which is not in the interest of the nation. Of that I am certain.

I think he personally is probably the most influential member of the Association, but as it grows, it may be that he will lose out the controlling interest that he may have. But I know his principal concern is that the veterans shall not be isolated from the citizen, and the thing that he is pressing principally and which is of principal interest, at least to our students on the campus, is that there shall not become another vested interest that sets the veteran against the citizen of the country, and his organization is attempting to prove that the interest of the veteran is the welfare of the nation, and not the other way around.

I have extreme confidence in Bolte as a leader. What his organization will become, I think is another question, because primarily, the interest on the part of Dartmouth students in it is that the American Legion, because of its political activities and principally because of its accepted leadership in having established the soldiers bonus after the last war, is the sort of an organization that the veterans of this war do not want to join.

Rightly or wrongly, that is so, and a good many students, I am sure, will go into some organization other than the American Legion.

Part of our problem I presume is that they get directed into the best one.

CHAIRMAN NEWMAN: Don't you think, also, that the Legion has suffered because of some of the early conventions that it held after the last war?

MR. GREGG: In delivering this informal address here this morning, I only wanted to present the factual matters as we had them before us with reference to the American Legion and veterans' organizations. I know that no organization is perfect. I know the American Legion has made mistakes. I believe they were mistakes of the mind and not of the heart. I think perhaps age has changed the situation and the cause for criticism in many respects.

I am going to be interested in seeing some of the conventions of the younger organizations as they start to grow up. Remember that men who fought in world wars, who faced the enemy, and come back home and attend a convention, will naturally have a good time if they can; but I am concerned with the affirmative things that the American Legion and other veterans' organizations do in their conventions, and the follow-up that they make after they take that action.

We are not perfect. No veterans' organization is perfect. The future will only tell which one will prevail, and which one will have the dominating influence in the veterans' field. I accept criticism without any feeling, because I know that there are two sides to this question. So don't hesitate, Gentlemen, to say anything that you want to here, critical of the American Legion.

CHAIRMAN NEWMAN: It is fine to have to rush against a man like that.

DEAN R. E. DUNFORD (University of Tennessee): I have had a good many communications on this problem. We have a large number of veterans there, and last year we encouraged the formation of a local group on the campus. It has never exhibited too much strength except this year. It did break the strike for us in a construction project we had. The labor organization decided they would not continue to work on one of our projects. The boys, through their organization, decided to go out and do the work. The American Federation Council decided to come back to work then. But the question I wanted to ask was this: I believe you said you had 25 campus posts.

MR. GREGG: 34.

DEAN DUNFORD: There has been some leadership on the part of a member or two in the administration and elsewhere, to establish a post of the Legion on the campus. I will be rather frank in saying that by getting this club established early, we have gotten the

opportunity to forestall that. We have a rather large city, but a strong American Legion Post. My question is this: In view of the fact that the Legion Post would probably subside with the passing of the veteran in several years on the campus, would it not be better to permit those who wish to join the Legion just to stay downtown and keep the active post off the campus?

MR. GREGG: I think that is a very definite problem. The American Legion strength has always been in the community in which the veteran resided. We would not take into our membership any man while he was still actively serving, before the termination of hostilities, and of course we are confronted with that problem. I think perhaps that there might be a distinct asset within the next few years, by reason of the fact that the veteran on the campus is going to have a great many problems, and he ought to have some source where he can go to get the correct answers.

I believe the campus post will do the greatest service in the liaison between the veteran perhaps, and the various agencies with which he will have to deal in obtaining his education. That is one thing the American Legion is profoundly interested in—that these promises to the veterans be fulfilled so that they can continue their education; and of course everybody's business is nobody's business, and that is why we stepped into the fight with the Veterans' Administration, to get immediate relief.

Now, if we have a chapter or a post organization at that university, properly functioning, we can be of great assistance in the liaison perhaps, between the veteran who is either a member or the veteran who is not, in answering questions and helping with his problems, and I think that is the most distinct asset that will be contributed by the campus posts.

CHAIRMAN NEWMAN: Does that answer yours, Dean Dunford?

DEAN DUNFORD: We are a fairly large city, and have a strong post of the American Legion there, and they have been very cooperative in doing the very things you are talking about. For example, in the matter of housing, when we didn't seem to be moving fast enough, as state universities sometimes cannot do, they were very aggressive about the matter. As a matter of fact, they were unaware of what was going on. They are pretty outspoken in the papers that nothing was being done, when as a matter of fact, a great deal was going on. You may get problems of that kind. We do have a strong post in town. My question is, would it not be better to let those who wish to join the Legion, join there, rather than establishing a post on the campus?

DEAN FLOYD FIELD (Georgia Institute of Technology): I would like to report that for Georgia Tech, we got started with the General Committee of the Veterans, which took everybody in who was interested, and they did a magnificent job in getting the veterans adjusted to the campus. We have permitted a group to organize under this

Committee work. The student activity committee of the faculty keeps very close supervision of all those organizations, and we review them year by year, so that we are not fearful of what the result may be.

DEAN STRATTON: How many of the men present are going to encourage formation of chapters of national organizations on the campus, and how many are rather going to encourage the formation of local G. I. units which shall not be affiliated with any national organization?

CHAIRMAN NEWMAN: The Secretary will poll that.

SECRETARY-TREASURER TURNER: How many are permitting the formation or encouraging national organizations on your campus?

Now then, how many are forbidding national organizations on their campus? Does that give you the answer, Dean Stratton? No one is encouraging them to come. 23 are permitting them to come, and no one is refusing them to come.

CHAIRMAN NEWMAN: How many are encouraging local organizations?

SECRETARY-TREASURER TURNER: Hold up your hands please. Forty are encouraging or permitting locals.

CHAIRMAN NEWMAN: I think the question was put, encouraging locals, and Dean Field said they had one that was permitted. There are 42 either encouraging or permitting.

DEAN W. P. LLOYD (Brigham Young University): How many are discouraging any organization?

CHAIRMAN NEWMAN: Will you hold up your hands please. (6 raised their hands)

DEAN W. J. MELLOR (University of Oklahoma): I would like to say a few words for the record, inasmuch as the University of Oklahoma has the first American Legion Post established on any campus in the United States. We have in Norman, two, the downtown Post and the campus Post. The downtown Post is not sponsoring the campus Post. The campus Post is an outgrowth of the wishes of the veterans of the University of Oklahoma. We have more than 2,500 veterans now attending the University. I feel the American Legion Post we have at the University of Oklahoma is one of the finest assets on the campus. They have a paid secretary; they have several student veterans who are giving a large portion of their time in working with the other veterans on the campus. We have given them an office in my suite of rooms, and they assist me daily in many different ways.

We also have on the campus a V. F. W., organized in January of this year. The American Legion Post was established in October, 1944.

I have brought along with me, the organization of our Post, and

should any of the members of this Conference care to know how we established our Post, I should be most happy to let you read about our organization.

Our Post assisted Illinois in the establishment of their Post and also assisted Oklahoma City University in the establishment of their American Legion Post. We would like to get calls from other campuses, and we will give you all the help we can through our experience.

DEAN S. H. GOODNIGHT (University of Wisconsin): To make the listing of veterans' organizations a little more complete, I wanted to mention one that was founded at the University of Wisconsin a few years ago—the Veterans of Future Wars. (Laughter)

DEAN R. E. PAGE (Bucknell University): It may be that I am overly optimistic, but my personal experience at one small school has been that this question of veterans' organizations will not be of any particular moment. We now have approximately 750 veterans. Our maximum will be 900. That is all we can accommodate. Last year, a small group of the students, of their own volition, expressed interest in the establishment of a local veterans' organization. It was neither frowned upon nor aided by the University administration. The meeting was announced through regular university channels, and only six of the 750 veterans showed up for that meeting.

When Blair Knapp announced his conference at Temple, there was not one of our student veterans sufficiently interested to go 150 miles to attend the conference, and within the past six weeks, a representative of the American Veterans' Committee came to the campus, talked with me, and I rather arbitrarily selected ten of the veterans on the campus whom I considered to be student leaders, and made appointments for this visitor with them.

I state merely as a fact that at Bucknell University, there is no interest in the establishment of a veterans' organization of any sort at the moment. That may change in the future. I am wondering whether or not the extent to which the campus activities are organized, may have something to do with the desire for or need for veterans' organizations as such. We apparently don't need them, or apparently the veterans on the campus don't seem to feel that they have the need for additional organizations of that nature.

CHAIRMAN NEWMAN: That brings us to another phase of this question—whether or not the colleges and universities or the student bodies at these institutions are doing the right sort of job in re-orientating the veterans. It may be the programs are falling down, and that these veterans are flocking to these organizations in protest, if nothing more. Of course, that gets us into a rather vague field, but it may be a very significant one.

DEAN DuSHANE (Lawrence College): You might be interested in knowing that last year a student who was enrolled at a neigh-

boring state university visited our campus and talked to me and presented me with the constitution of an organization which he was establishing state-wide, and he hoped nation-wide, which read very well, but which he proceeded in a very naive way to explain to me was just a front. .

He said, "We are really telling the boys that if they join up with us, we can obtain some concessions in terms of academic standards and what we have to meet in relation to some of the universities." Interestingly enough, he met with virtually no favorable response from students where he was. I believe the experience we are all having with veterans in large numbers is going to discourage it because there is no indication since that time or before that time, from any other source, that they want to be treated in any other way other than college students.

CHAIRMAN NEWMAN: Your point is that as quickly as we absorb them as students, there will not be quite the activity for veterans groups, is that it?

DEAN DuSHANE: They want to be not veterans, but students. They want to do what the students did, and they want to be members of the student body, which is incidentally, an excellent characteristic for them to carry over into their postgraduate life.

DEAN J. A. BURSLEY (University of Michigan): We have had experience with both types of organizations at Michigan. The local organization called the Veterans' Organization, was started something over two years ago, and a few months later, a group came in, and wanted to establish a chapter of the American Legion. They were given permission to do so, and that chapter lasted just about as long as the boy who was interested in starting it, remained at college. We have heard nothing about it at all for the last year. On the other hand, the Veterans' Organization has grown quite strong.

We have a large enrollment of veterans—about 6,500—and the veterans' organization has been started in other colleges in Michigan, and just a few weeks ago they had a conference or convention in Ann Arbor, of representatives from fourteen or fifteen local veterans' organizations in colleges in Michigan. They established a constitution, and are having another meeting in Detroit the last week in April. They are a local group, but have combined with other colleges in Michigan; they call it the Michigan Veterans' Association.

CHAIRMAN NEWMAN: Thank you.

DEAN W. M. TATE (Southern Methodist University): We have a very large and active Legion Post. They call themselves the Campus Post, but have been a little reluctant to comply with the rules and regulations of the University in so far as becoming affiliated and operating on the campus as other organizations do. I am wondering if that is true of other campus posts.

DEAN MELLOR: At the University of Oklahoma, our post is

affiliated with the university organization, and of course, with the American Legion Post. I feel that the boys who are coming back will not be pushed around. I say that because I live with 80 of those veterans at the University as house master at one of our houses for men. Mrs. Mellor and I—and she acts as hostess—feel that we cannot get out in front of the boys very far. We wait until they ask for something, and then we help them. That is what the University of Oklahoma has done with the American Legion Post. The boys asked for it. We have helped them put it over and we have more than 300 members in our American Legion Post. We have more than 200 organizations already on the campus. They asked for this American Legion Post, and they are making a go of it. They have sold more than 300 poppy boards within the last two weeks. They have their own dances. The parent—shall I call it—the parent post downtown, provides the Legion hut; the boys take their wives and dates and go down there and have their “beer busts.” They call it an ice-cream social. They have never had anything at the American Legion Post that would be uncalled for at all.

The wives of the American Legion members have organized also. They called themselves the Wives of the University Veterans, the WUVS. They serve the boys at the American Legion Post coffee and doughnuts after their meetings. While the boys meet, the wives will have someone in to give a book review or a music program by someone in the fine arts department.

They have organized in such a manner that they are able to have baby sitters come and take care of the babies while they attend their meetings. We started off by having the American Legion Post petition the University for an organization. The Committee on Organizations, inasmuch as the American Legion is a National organization, granted that permission. From then on we have given them all assistance possible, and we think they have done a mighty fine job at the University of Oklahoma.

CHAIRMAN NEWMAN: Dean Mellor, I wonder if you could not perform that same service for that group as students just as well as you could as veterans.

DEAN MELLOR: There is a possibility that it could be handled in that particular manner, but our boys asked for an American Legion Post. Now, the downtown American Legion Post was organized on the campus at the University of Oklahoma after the First World War, and then it was moved downtown after about eight or ten years. I think that if they want an American Legion Post, the best thing to do is give it to them.

I think it might be well to select some of the older and better known organizations. If they ask for some of the younger organizations that have developed just since World War II, maybe you will have to let them have them. By having the American Legion Post early, we have had no difficulty with any other outside organ-

izations other than the one that we mentioned, and of course that organization has helped out too.

There were some of the boys who fought overseas, who felt that the V. F. W. should be on the campus. We have a V. F. W. organization in town as well. That takes care of about all of our veterans, and we think in a very creditable manner.

DEAN FRENCH: I would like to speak on the question of local chapters from one other angle. Our local chapter at Louisiana State University brings together, through the American Legion, both the faculty and the students, and many of the problems which will be brought up by veterans would be channeled by the American Legion in the downtown post, through this post, which will reach the ears of the administration through friendly counseling relationships, quicker than it will through an outside agency on the campus. I have the feeling so far as state universities are concerned, one of the most important problems which we are going to have is bringing to bear a cooperative approach to the veterans' problems from faculty, alumni and students. There is a factor in this discussion which seems to me that we are likely to over-simplify in the entire student-veteran problem, which was recently brought out by a sheet that was circulated on my campus in the recent student election. We have there I think, close to 3,000 veterans. If the veteran was only a student, those who are involved in state education could minimize the fact. But it so happens that he is not the type of student that we used to have before the war. He is a legal, voting citizen of the state. He is organized; he can bring to bear upon the administration, through state universities, and upon boards and upon legislatures, some very strong opinions in regard to educational policies.

I am not trying to exaggerate that point, but I do think it should be brought into consideration of the veteran's problem in encouraging him to carry his problems through those agencies which will bring about discussion between faculty, administrators, those in the state who are interested in the state educational institutions. The organization of state organizations of student veterans' groups can expand into very powerful influences, because as a unit of voting people within a state, you can hardly find a more coordinated unit than we have in the larger state universities bound by common interest of education. So, I should like to speak with great approval to the idea of an American Legion Post and an active American Legion Post on the university's campus. That is our experience at Louisiana State University—cooperative relationships between the present veterans and the faculty and administrative veterans of World War I.

CHAIRMAN NEWMAN: Just a brief word from some of these men whose institutions are opposing organizations of any kind—do you have a viewpoint to give us here?

DEAN HUBBELL: Well, we are very small of course, and I don't like the word "opposing." We have had very little call for them.

We have a very active men's student government group on the campus now, and through that, we have taken care of the few problems that have arisen with our own veterans, and we have felt no need for them. We don't want to see the campus divided into two camps.

CHAIRMAN NEWMAN: Anyone else?

DEAN LLOYD: Our problem is not one of opposition either. It is more a problem of approaching the men's difficulties rather than the veterans' difficulties. We have what is known as the Associated Men's Students. We pointed out to that organization that if they were not taking care of veterans' problems, they were not taking care of men's problems. It so happens that the officers of that organization are veterans, and our problem there was merely extending the area of men's problems, rather than trying to make too close a differentiation. It is conceivable that there may be a veterans' organization that will come within the Associated Men's organization, but so far we have seen no real need for it.

CHAIRMAN NEWMAN: Judge Gregg, can you give us anything more now, after having heard a few of these comments?

MR. GREGG: I should like to make this additional comment before I am through, and that is this: That the American Legion is interested, of course in organizing veterans' posts on campuses only to help the veteran, and of course would not be interested in doing that if it was adverse to the ideas of the university. Our thought is that the problem of rehabilitation is immediate, and that rehabilitation of the veteran going to school is to see that he gets an education, and to see that he gets the benefits immediately, so that he can have that education.

Now, it does seem to me that while the campus post may not last more than a few years, if it can aid the veteran both organized and unorganized, to answer those problems, it has served a definite purpose in the field of education.

CHAIRMAN NEWMAN: It seems to me that we have had a very strong case made for the American Legion, which of course all of us have been familiar with. It is an established organization. It is certainly the largest. And disagree as we may, with some of the things it has done, we will admit that it has done much which is fine.

We may be in a position to advise the students at our institutions concerning the Legion, concerning this American Veterans' Committee, and other groups, whether they be local or national, because they are going to be subjected to all kinds of literature and propaganda, and we must have some information, if not some wisdom.

Of course I am interested in what Dean Neidlinger said about this gentleman who has been one of the leaders in the organization of the American Veterans' Committee, but I am wondering if he can keep the organization in check, and I understand that is your ques-

tion. You don't know whether or not he can do so, because you do not know what form any organization will take, and especially a new one; and yet I think that is a very aggressive and enthusiastic one.

I am sure that we would like to say that the veterans' groups can wait, or that their handling of the solution of their question will be a simple one, but I am afraid that it will not.

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: Thank you very much, Dean Newman, for leading this discussion, and thank you again, Judge Gregg, for speaking to us, and for participating in this discussion. We will meet here at two o'clock. The meeting is adjourned.

THURSDAY AFTERNOON SESSION

April 18, 1946

The Conference reconvened at two o'clock, President Miller presiding.

PRESIDENT MILLER: Just before we get started on our serious part of the program again, I am saying again the thought that I expressed this morning before we adjourned about having folks get acquainted. Several of you have asked me about some of the older members. I am going to ask them to stand up, these Past Presidents of the Association.

I want to start out with the first President of the Association. Has Dean Goodnight gotten here yet? All right then, Dean Joe Bursley of Michigan. (Applause) Stand up, Joe, and tell us how long you have been deaning.

DEAN J. A. BURSLEY (University of Michigan): That is a personal question. The first meeting that I attended was at Iowa, twenty-five years ago this month. There were about twelve men there, as I recall it. And of those twelve, Scott Goodnight and I are the only ones who are here; and I think the only other one who is living is Dean Nicholson of Minnesota. I had been on the job about two months, and I was scared to death. (Laughter)

PRESIDENT MILLER: Thank you. This is not a Past President, but one of our members of long standing, and very much a part of our organization, and active in it, Joe's brother, Phil Bursley from Michigan. Phil, will you stand up? (Applause)

Next, I have listed here as the President at the session in 1927 at Atlanta, Georgia, Dean Floyd Field. (Applause) How long have you been doing this work?

DEAN FLOYD FIELD (Georgia Institute of Technology): Since 1919.

PRESIDENT MILLER: That puts him over the twenty-five year mark, doesn't it? And then, I believe that Dean Harold Lobdell is here. How about Dean Alderman? (Applause)

And then there is Dean Don Gardner. (Applause) How long have you been doing this dean's work, Don?

DEAN D. H. GARDNER (University of Akron): Twenty-two years. The first meeting I attended was in Colorado in 1928.

PRESIDENT MILLER: Dean Gardner and I are just in a dead heat on that. I have been dean for twenty-two years too, Don, and that was my first meeting too at Boulder, Colorado. Don also served a long period, six years, as Secretary, and was another one of these boys like Fred Turner, that did a tremendous amount of very valuable hard work for the organization.

Then we have John Julian of South Dakota. (Applause) How long have you been on this job?

DEAN J. H. JULIAN (University of South Dakota): Twenty-one years. My first meeting was at Atlanta in 1927.

PRESIDENT MILLER: And Joe Park of Ohio State. (Applause) How long have you been at this work?

DEAN J. A. PARK (Ohio State University): Eighteen years. Just another illustration of the fact that if you come to enough meetings in this organization they eventually elect you president. (Laughter)

PRESIDENT MILLER: Well, that is as many of the folks as we can call on. The other two are not here now, but we will start off by making sure that you meet all of the Ex-Presidents.

Now, to get on with our program, we have a telegram here from Dean Speight of Cornell University. Dean Speight sends the word:

"DEEPLY REGRET CANNOT LEAVE OWING TO MY WIFE'S ILLNESS."

So we have a substitute at this point: Mr. F. C. Baldwin, who is Counselor for Men of Cornell University. He was instructor of mathematics there. He has been asked by Dean Speight to present the paper which Dean Speight prepared for this meeting. We appreciate Mr. Baldwin taking this offer, and he will present the paper at this time.

MR. F. C. BALDWIN: Dean Speight has sent his best regards to all of you. It was a great disappointment to him not to have been able to come, but he felt it was much wiser to stay there. His wife is quite ill, and he naturally felt it was his duty to stay there. He has asked me to read this paper which he has prepared, and in reading it I am expressing entirely his views on this particular matter, which, as you will notice, are varied and wide-sweeping. The paper is entitled "Student Government."

Student Government

Student self-government probably means many things in the widely-varying institutions represented here; probably in no two is the meaning quite similar. Most of us have seen student self-government operating under different conditions in two or three or more institutions; possibly, after contributing to the form it now takes in the institutions we now serve, we are ready to hold up that form as the ideal. More probably, I suspect, we feel we have still to find the best answer to the obvious need for some kind and degree of student responsibility for student life.

Student life? Do we refer only to leisure-time activity and extra-curricular interests? Or do we refer to the whole life of the whole man? The answer determines the structure and the scope of student

responsibility. At one college in the East in recent years students have been added to practically all committees of the Faculty and Administration to share in their work and their decisions. It would be interesting to hear from the Dean of Men how he appraises the results. Is this pattern, possible only in a small college, where the individual student likely to be elected is well-known and can be held generally accountable for his share in decisions? Could it be applied to a large university composed of many colleges? Can anyone report any comprehensive experiment in such directions in a large institution?

What, I wonder, is your reaction to the view that administration, being responsible for the effective operation of policies and procedures of great moment to the faculty and to the student, should feel it important to ensure, as fully as possible, that those affected by any decision will most readily accept it, prove most loyal to it, and execute it most efficiently, and that this result can be hoped for only if they have had a share in making it?

We may, I think, properly say that administrative machinery exists to carry out purposes and policies determined by policy-makers; the policies may result from administrative leadership, or even from administrative dictation, or from faculty discussion and decision—or, most often, from both administrative *and* faculty influence and action. How far and in what ways should present practice be modified so that students may contribute to the shaping of the policies and the execution of the decisions? My own view, briefly stated, is that *if* students are made to feel that they have channels through which their suggestions can reach the policy-makers and the persons executing policies, to be by them considered on their merits; *if* students feel that there is a genuine disposition to find out what representative student opinion is on any important developments; *if* students are continuously in touch, by any one of several means, with the administration and the faculty, they will not attach any importance to the question what “authority” they possess, or whether they could, in a pinch, block faculty or administrative action. Demands for the right to enjoy privileges and responsibilities comparable with those of the teaching group or the administrative group are likely to arise only when there is a tradition of authoritarian control or a condition of faculty indifference to student opinion.

I believe that open channels of consultation and information, through an official charged with liaison functions who is known to be in a position to bring student opinion to the attention of those finally responsible for policy, will in most situations meet the need and do so without endangering faculty prerogatives. (Some may not like the phrase “faculty prerogatives,” but the fact is inescapable that the permanent association of competent teachers with a college is its most essential assurance of success; such men and women are giving their lives to the institution; and their personal and professional satisfactions are dependent on the standards reflected in various aspects of the communal life. It is surely important that

these people should possess and exercise prerogatives, and that the terms on which other interested parties participate, whether administrative officers or trustees or *students*, should be consistent with these prerogatives.)

Provision for a liaison between the organized student body and the administration and faculty should be supplemented by representation of the student-government organization on such permanent committees as deal with student life directly, such as a Committee on Student Activities, and also on temporary committees whose mandate directly touches the personal interests, privileges, or liberties of students.

I suppose I could so far be accused of evading the really important question, "What sort of help should we expect students to contribute to the joint-process of making decisions or to the execution of the decisions?" The answer cannot be profitably made in terms of votes which student representatives have on committees where they sit with faculty members or administrative people. (That only raises a fresh question—how many student representatives shall there be on a given committee?) Rather, we must ask what *sort* of share, logically and practically, will appropriately fall to students, and what sort to other people?

I would say, and have often said in meetings of such committees, that the work to be done almost always represents a compromise between two interests. There are the *immediate* interests of students who, here today, will be gone next year, and who quiet naturally want to see a change of policy or procedure, if it is to be made at all, come while they can still profit by it. A committee discusses library hours, the students having requested, or demanded, some changes. Someone on the committee says that in a year or two, after reorganization of the staff, such changes might be feasible. For the students the urgent question is whether the changes are advantageous—they may mean only more convenient or they may mean educationally advantageous. Time is for them of the essence. But there are *long-range* interests also at stake in any reform or reorganization. It is only sensible to say that the representatives of the permanent elements, faculty and administration, are better able than students to define these long-range interests. Suppose the question should be on opening the Library on Sunday morning. The considerations which center around "public relations," not to mention other factors, would have to be taken into account. The result, in any one case, may seem to students to reflect too great a concern for tradition and stability, or to faculty and administrative members it may seem to be too responsive to momentary pressure. Whether it is a good decision depends on what, in any given situation, will prove to be at once practicable *and* generally acceptable. It will be a better decision, on principle, if judgment and experience have gone into its making, *and* if also the urgencies of student need and demand have been given due weight. Don't ask me, though, how much weight that is!

You may say that a discussion of compromise on joint committees,

where students are represented by their own chosen spokesmen, is not a discussion of student government. My answer is that I am assuming that such spokesmen for students are instructed delegates, that what they stand for reflects the result of discussion in whatever kind of Student Council or Senate provides a responsible forum of student opinion. Just as the faculty members of a joint committee, in almost all cases, must report back to their constituency before there can be legislation and action, the student representatives should report back and recommend either endorsement of the conclusions reached or a request for further conference before any legislation follows.

The processes by which a student body elects such a Council or Senate, whose appointees voice student opinion, require vigilant scrutiny to ensure that general interest and active participation in the balloting be secured; that the election be honest beyond question; and that those chosen have their responsibility impressed upon them. I have lately been watching a Council pass through a learning process, not without some fumbles, and achieve a markedly higher standard in each of these three respects. The senior professor of Government steered a committee which worked out foolproof election rules, a special election brought out a heavy vote, and to mark the occasion of inducting new members and officers, I was asked to prepare a ritual of inauguration, including appropriate affirmations of solemn purpose. A further step I hope to see when we enlarge our student union, where I hope we shall have a dignified chamber for the conduct of the Council's business in surroundings which will add an appropriate degree of formality.

What of student government in its bearing on discipline? A college community has its established and accepted standards, either clearly defined in regulations or covered by general statements, and from time to time some act of coercion becomes necessary to ensure individual compliance and general recognition of the boundary between the permissible and the unacceptable. I should be interested to know in how many institutions here represented the power of coercion is exercised by

- (a) An administrative official with power to act;
- (b) a faculty or administrative or joint committee, with student representation;
- (c) a student judiciary with powers of recommendation or action.

It happens that the best system I have seen at work involves a faculty committee, on which student representatives sit without vote. The Chairman determines whether any particular situation reported to him by the official responsible for order, who is not a Dean, or by the Women's Self-Government Association, need be brought to the Committee's attention; he makes this decision after an interview with the person against whom there is a complaint. Any student whose behavior has been reported may ask to appear before the Committee or may be summoned by the Chairman to appear. Evi-

dence is heard, the defendant is questioned at length, and, after he withdraws, his case is usually discussed, sometimes at great length. As a result of a delegation of power by the Faculty, which in turn has received the authority from the Trustees, this Committee on Student Conduct has unrestricted power to suspend or separate, and to rule that a suspended student may not re-enter without its permission.

At present, where I observe it, this method works very well, thanks to the wise leadership of a faculty member who is willing to give the work of the committee his best attention whenever need arises, regardless of his convenience, and thanks also to the tradition developed through the years, which ensures the most patient and understanding consideration of the good of the individual and the claims of the University community. The dean of students and the counselors of students offer their services to students in trouble, and usually one of us appears at the committee meeting in an advisory capacity or, as has happened, as the student's advocate.

Will someone who has observed a student judiciary, with power to assess penalties, or (in the case of drastic penalties) to recommend action to some other authority, tell us in the discussion how he thinks it works. The desiderata appear to be: (1) justice to the individual; (2) defense of the paramount interests of the community; and (3) dissemination of information about the procedure and, in actual cases, about action taken, in order that respect for the final authority of the community may be generally understood—for whatever deterrent effect that may have. I should say theoretically that if responsibility for this disciplinary process could be transferred to the representative student council or senate, and vested in a judiciary body, with provision for the faculty to be represented by at least an observer, and for the appropriate Counselor of Students to be present to watch the defendant's interests after serving as his adviser, there might be much gained by the change. I am not at all sure that the judgment of fellow students would usually be as sound as the judgment of the present joint committee; it would probably tend to be more severe. But the student community would be charged directly with the enforcement of standards; if this were established as desirable, they could properly be called on to take the responsibility of formulating standards—an educationally—valuable process: Probably some of the older guardians of the community mores would see, in the standards formulated and enforced by the young, a rather unwelcome reflection of the changed habits of the older generation!

It is, of course, a vexed question whether student control over student behavior should extend to times and places associated with academic activities; I refer, of course, to the so-called honor system in the conduct of examinations. I shall not argue the matter, but simply say that in so far as, and for so long as, we use the traditional type of examination, we should not load on to the student the added burden of protecting his work against the unfair competition of dishonest work turned in by his neighbor. If you want to judge

a university or college student and to appraise his intellectual progress by submitting him and fifty other persons to a memory test, attaching great weight to your measurement of his performance as a rapid reproducer of remembered data, you are bound, I believe, to supply the continuous and effective supervision which the dishonest need and which the honest have a right to demand. I believe that examining procedures can be improved on, not merely in order that the professor can safely leave the classroom, but in order to give a better measure of a student's progress and to encourage an educationally sound attitude towards study itself. In any case, the administration of any system used for evaluating students' academic work is, and in my judgment cannot but be, the responsibility not of a total student body, nor of those taking an examination at a given time, nor of a student judiciary, but of the person or persons whose task it is to judge the quality of that work and to certify it to the faculty.

This is the moment to strengthen student self-government and to extend its responsibility. Mature men are crowding back to the college campus and they come from an experience of external control and regimentation which, however necessary it may have been, was uncongenial to them and at times intolerable. To invite their participation in discussion and in decision to a degree they have never known before will be a contribution to their restoration to civilian life. The alternatives before us are laissez faire on the one hand and student self-government on the other; there is no place for arbitrary controls. We have neither the desire nor the ability to set up controls which would operate in a merely external way and we know that, even if we could create such controls, they would not be educationally sound since they would not contribute to the student's growth.

To meet the situation, student government, like other campus organizations, must recognize that these veteran students will take an interest only in activities which seem to them to have some direct bearing on what they are really looking for in college, which is educational opportunity. Some of us observe, from week to week, the efforts of a student council and note with satisfaction how in recent months discussion and action has concerned itself increasingly with live issues. We need not be alarmed or surprised if that trend continues, but should rather feel heartened if larger responsibilities are assigned to student government.

PRESIDENT MILLER: Thank you Mr. Baldwin for presenting this paper to us this afternoon.

I have to announce another substitution here. Dean Seulberger, who was here this morning and expected to have charge of this discussion, was called home because of the serious illness of his mother. He had to leave us just around noon and go back to Northwestern University.

Dean Kenneth Little —. I should say, Director Kenneth Little

under the new organization at the University of Wisconsin. Mr. Little is Director of Student Personnel Services. Under that title he will have an Adviser of Men and an Adviser of Women. He also has under his jurisdiction the work of the Admissions Office, and of registration and of student counseling services. That sounds to me like a very large order. Director Little will take charge of the discussion of Dean Speight's paper at this time.

. . . Dean Kenneth Little assumed the Chair. . . .

CHAIRMAN LITTLE: It seems hardly fair to you or to me to attempt to lead this discussion since my experience in this kind of work is but ten months and I see people in front of me that have been at it for twenty-two years and more. I think the paper of Dean Speight, as read to you by Mr. Baldwin, gives a very excellent kick-off, for a discussion of the problems of Student Government, inasmuch as certain questions were asked in the course of that paper. The first question was in how many institutions do students participate in the policy forming committees, faculty committees, in the area of student affairs and student life? Are there any large institutions that have such a program?

I can report briefly for Wisconsin that they do. The faculty Committee on Student Life and Interests, which has the policy forming, rule and regulation making responsibility in all matters of student organizations, fraternities, sororities, and organized social life, as well as all of its sub-committees, has student representatives.

In the general committee, the president of the student board, the president of the Wisconsin Union, and the president of the women's self-government association, are all voting members of that committee. The sub-committees which deal with publications, music, dramatics, students' organizations and politics, fraternities and sororities and social life, also have student representatives.

We are glad to have those student representatives in those committees. We believe that the students appreciate that kind of representation, and they make use of it in effective ways. They furnish the channel of communication which Dean Speight's paper suggested. They are able to present the student point of view and student issues and they do so very effectively. And I believe that I can report for the whole committee, that we like it.

At this point, are there any other reports or questions about this aspect of the paper on the degree or the extent to which students participate in the activities of the committees which have responsibility for student life on the campuses?

PRESIDENT MILLER: I might make this comment in that connection: To refer to the situation we have out at the University of California at Los Angeles, it would be to put it the other way. We do not have faculty representation on the student committees that handle these matters. We have quite a thoroughgoing system of student self-government, and all of these committees which have

been referred to that have charge of student publications, student dramatics, activities of all kinds, athletics, and so on down the line, are student committees. They have no faculty representation on them.

At the top of the organization of student government, we have the student executive council. There are fourteen students on that council. They have been either elected or appointed to their positions by the students, and I sit on that as the lone representative of the administration and have for the last twenty-two years; and that is the only faculty or administration representation that there is in that student self-government organization.

So perhaps I am quite at the opposite extreme from the approach that was being made here. We think that it has been quite successful. We have some troubles, but I don't know of any place that has not had some troubles under any sort of an organization.

DEAN J. J. SOMERVILLE (Ohio Wesleyan University): We have a student faculty committee reaching up as high as representation on the curriculum committee. But we do have something new for us. We have on the Board of Trustees a student welfare committee. Two years ago there came, from the chairman of the student welfare committee, a request that they have two appointed to what would be a student board of trustees, a student welfare committee, upon which there is no representation from the faculty or administration.

CHAIRMAN LITTLE: I think I should make clear, which I apparently did not, that there is no faculty representation on our Student Board either.

For example: They presented a proposal to the college of letters and science with respect to curriculum reorganization. One committee on social relations, for example, has been investigating what they think is the problem with respect to racial discrimination or other kinds of discrimination. They have all of their battles between themselves; and the student newspaper. All of those things go on without any faculty supervision or direction whatsoever.

DEAN NEWHOUSE (University of Washington): I would like to report a two-year experience at the University of Washington in Seattle, where there is a careful structure of both faculty and student members on each committee, in each case with a decided student majority on the ratio of about three students to each faculty member. Each faculty member has a vote in the committee, as does each student. He is not sitting on the committee in an advisory capacity in any way, but simply as an equally participating member of the committee.

There have been several interesting developments. There have been problems of management in certain areas of student affairs, where the knowledge, information and skill of the faculty members were needed, and helped to keep the situation clear. There have been interesting incidents, just a year ago, of a faculty member appointed to the deanship of the college of forestry, and who was given his

choice of any assignment that he might keep, on the assumption that he would have to drop them all. He dropped all committees except membership in the Board of Control.

One interesting thing in it is the relationship between the students and faculty members, which develops as something entirely different than the classroom experience.

DEAN HENRY WERNER (University of Kansas): We have a history of about 35 years of student government at the University of Kansas. I think it is probably one of the oldest. It is interesting to see what the developments have been there. From a perfectly innocuous body of 35 years ago, they are developing into a body which is including itself even into the life of the university Senate. The latest demand is that they be included in the university Senate. At any rate, this philosophy is developing: That there are no purely student affairs on the campus, and there are no purely faculty affairs, except in some minor incidents. There are university affairs, and the students are being used in a capacity not so much legislative as they are for the dissemination of information to the students.

We find that it is not only helpful, but it is wholesome and extremely effective. Our students are now serving on six new faculty committees, in a proportion of about three faculty members to one student, and it is not so much what they do, but what they learn.

CHAIRMAN LITTLE: The report seems to be, if I gather correctly, that many institutions are finding student members of committees very effective and useful in considering the whole university problem.

DEAN R. A. YOUNG (College of Wooster): What kind of faculty committees do students serve on?

CHAIRMAN LITTLE: The question is, on what kind of committees do these students serve?

DEAN E. L. MACKIE (University of North Carolina): I would like to state that at our school we divide this particular function between activities and the honor system. The students serve frequently and generally with faculty members on the Dance Committee, on the Student Union, on the various committees, the student welfare board and things of that sort, with joint responsibility with the faculty members. Whenever there is a situation involving the honor system, the students act altogether on their own. We have had, heretofore, an appeal from the student council to the faculty appellate committee, which is now in the process of being changed to a student council appellate committee.

We are writing up our new constitution, giving even more power to the student government. We divide up our activities jointly—

the honor system exclusively on the part of the students at our school.

CHAIRMAN LITTLE: I suggest that this is an opportunity to ask questions about what other schools are doing. This is one of the finest opportunities to get an opinion, or some estimate of what the general practice is.

To what extent are the students participating in committees which have jurisdiction over student conduct and discipline? That was the second question that was raised in the discussion by Dean Speight's paper. We have these reports in which they are participating in certain kinds of committees. Now we move to the question of discipline and conduct. Are there institutions which can report practices or experiments with respect to a student court, in which matters of discipline or conduct are handled by students?

DEAN YOUNG: We have had student self-government on the campus for quite some time. A year ago, they asked for more power than they had had in the past and we granted it to them. In brief, the present plan works something like this: The women's self-government organization is responsible for the conduct and discipline of the women and the self-government men's organization, for the conduct and discipline of the men. When any violation of any of the rules set up by either organization, rules incidentally which are approved by a student-faculty council, when those violations occur, the organizations themselves take care of them.

A student, if he is dissatisfied with the decision, may appeal to a student-faculty council, made up of an equal number of faculty and students, and then the decision of that body is final if the appeal is made. Or if any member of the student government organization or any member of the college family is dissatisfied with the way in which the case has been handled, he or she may also appeal to the student-faculty council. Then there is also this provision: If a student is involved in a matter of discipline—I have in mind the case of a boy who was dishonest in an exam this past semester—he may, if he chooses, have his case handled by the Dean of Men or Dean of Women, with the understanding that the case will be handled in confidence, and also that the decision of the administrative officer will be final.

This is just the first full year in which the plan has been in operation, but so far it has been working quite well.

DEAN J. F. DAUGHERTY (University of Delaware): Up until last July, we have been one of the few colleges in the country, I suppose, that operated under the correlated plan. We reorganized under a co-educational institution at that time. Of course our men student government association went out to war, but the women's self-government association carried through until this past year. We are now in the process of reorganizing the student government

association. We want to set up a student center—President, Vice-President, Secretary and Treasurer, and five committees which will handle student activities: A student social committee composed of co-chairmen, one from the girls and one from the men, and then other representatives on those committees from the different classes and organizations; a student affairs committee for men and women with co-chairmen, and a chairman of student publications; and the chairmen of these different committees and the officers will constitute the student Senate. They have their programs of social events in conjunction with the university social committee, and they have it approved for the university social calendar.

Today they are voting on whether or not they would like to have an honor system. Of course that matter will have to come before the faculty for final action, but we felt we would like to have the opinion of the students before the faculty said there would be an honor system or there will not be one. So far I am happy to say that we have not had to have the students act on any disciplinary matters, but we hope the student affairs committee will handle those affairs when they do arise.

SECRETARY-TREASURER TURNER: Let me revert to a little different angle on this thing. Last week, a number of us were up at Chicago at a conference going on there, and we heard reports from various sectional meetings that came in—six different sections. One section made a very impassioned plea to relieve the faculty, for Heaven's sake, of all these committee assignments. If they are going to have to teach all the veterans coming along, let the administrative officers take over all the committee assignments and get the faculty out of it. If the faculty is going to ask to be relieved, it may then have to be passed to the students or the students and administrative officers.

We have operated for a good many years with a strong emphasis on faculty-student cooperation, that is, committees and boards of various kinds, made up of faculty and students, in some cases of equal numbers, in other cases with majority of students and in other cases, with a majority of faculty. The more important committees carried a majority of faculty and at the present time, there is not a great inclination on the part of the administration to let the balance of authority go over to the students. On the other side of that, there is a definite trend on the part of the students at the present time to ask for participation in more things than they have ever been in before, and ask for a balance of power in their favor. They are asking for representation on committees that they haven't been on before, and they are getting some faculty support. It is in a state of moving back and forth, and I think we can all get a good deal out of discussion here as to what is the best plan to use in approaching it.

This is another one of these things such as they said at Chicago last week would have to be settled on individual basis depending

upon what your individual campus will do and what it will stand and what the students want to do and what the administration would be willing for them to do. If the faculty is going to ask to be relieved of all of that, it is going to fall on the students and administrative officers altogether.

DEAN HUBBELL: Mr. Chairmap, I personally believe that students ought to participate up to the limit of their ability in time and skill, but presumably, we are in our jobs because we understand the educational process, and we are able to deal with the situation in the light of the learning elements involved in it, and I think that holds true whether we are talking to some kid about the violation of an automobile rule on the campus or cutting a class where he should have been present, or something more grave or severe.

We find even among older people who try to join us as deans of men, as counselors, that there is often a willing heart and a great ineptitude, and they do more damage than they give help.

Now, how far can we go with students who are presumably there to learn, and who may not be, or may be even more skillful than we are in relating and seeing the educational elements? I think there is a point there.

I had a case recently where I thought the boys were being too hard on another boy, because they didn't understand. They hadn't taken pains to see his background, and why he got that way; and as we draw them in and invite their cooperation, I think we are confronted with the fact that we have also got to do a lot of teaching them to be teachers.

PRESIDENT MILLER: I might report in that same connection, on the experience that I have had at U. C. L. A. When I first started in the office of the dean there, 22 years ago, we had the honor system, and student discipline committees. We had a men's affairs committee and a women's affairs committee. By the honor system, I mean that the faculty did not remain in the room during examinations, that the students were put on their honor; they were expected to report to their student committees, any cases of cheating, dishonesty in examinations.

About eleven years ago, just about the half-way mark of my service there, the students asked for those two things to be changed. We had this quite thoroughgoing student self-government in all matters, all activities, but they didn't like the handling of discipline, and they weren't doing it very well. There were delays, too long to be efficient, and they didn't like the honor system. They conducted a questionnaire in which they found that 85 per cent of the students said they would not report on another student under any circumstances for dishonesty in examinations. So they came and asked to have it changed. The boy who came in was disgusted with the honor system. He said to me that this plan made the faculty have the honor and the students the system. He was very skeptical about its effectiveness.

Well, the academic Senate accepted their request, and we have had since that time, a faculty committee on discipline. There has been no student representation, and we have required instructors to remain in the room and have charge of the examination.

The students have a committee in connection with conduct of examinations, and they have submitted requests from time to time to the faculty, to improve the conduct of the examinations. They object to instructors who refuse to stay in the room, who wander around, or who don't use the proper precautions, and they call them to our attention, and the administration tries to get the faculty members to take as many precautions as possible to avoid cheating.

Personally, I am convinced in the last ten years of that experience, that we have had a better situation under a faculty discipline committee, and under faculty people in charge of examinations, than we had before.

DEAN V. F. SPATHELF (Wayne University): I wonder, in the light of the comments made by both Dean Hubbell and Dean Miller, whether we aren't getting something mixed up in this thinking about student government, mixing up student government and a personnel function, which I think we all recognize on the campus, and which seems to me is a line which has to be rather sharply drawn.

I think most of us concede the idea of discipline as one thing, and the idea of getting at basic and underlying causes for departure from certain kinds of behavior as another thing. I think we also would agree that probably the latter is a very complicated problem which challenges even the experts that we have on our campuses.

I wondered whether or not it isn't dangerous to diffuse that definition to the extent that we are in reality working against the best interests of the individual students through that diffused definition.

DEAN NEWHOUSE: I would like to reply to Dean Hubbell's question with one observation, and introduce it this way. I think there are a few physics or chemistry professors who would maintain that they could teach their subjects without a laboratory.

I believe that we have a campus laboratory in citizenship participation in any student government situation, and that even though in many cases, and I think it is true that the students are less efficient than the faculty in getting certain results, that we should consider that the educative process in dealing with these social issues that they are confronted with in their governing situation is sufficiently important, that those of us in the positions of counseling and in personnel work can afford to spend the additional time to attempt to keep the work efficient enough so that the educative process can go on. I wonder if anyone has thought that the student body President, the chairman of an important council, is usually asked to do that job in spare time, with no secretarial help. We have had some experiments in supplying student leaders with paid secretarial help,

and a board of control at the University of Washington has its own secretary, who is the highest paid secretary on the campus, with one exception, and who devotes full time to that job; and the President of the University himself remarked the other day that their affairs are conducted in a more businesslike way than that of any faculty committee that he has.

There is always the disadvantage, of course, that they are in the job for a year; they do not have the continuity in their work to build up a background of information. There again, might we not turn our attention to supplying that shortcoming through the personnel officers, as well as through faculty members?

DEAN NEIDLINGER: I think that there is one thing that ought to be definitely understood in student government, and I have never been able to find a way around it, and that is that we are too often confusing democracy in the college with political democracy, and we are bound to get into trouble if we allow students to believe that the college is a democratic government. It is not. I mean it is a benevolent autocracy in every case. The authority that rests with trustees and regents and so forth, cannot be abdicated. It can be delegated. But when the chips are down and there is a real quarrel, they must assume the authority and responsibility that the public grants them. We like to pretend that we have a democratic government for the purpose of instructing students in citizenship and so forth, but if they start out with the idea that they actually have the authority, you are bound to end up in trouble if you get in a real argument, because it isn't within the function of the faculty or trustees or anyone else to give them absolute authority which cannot be overruled.

There is another observation I would like to make. We are struggling with this problem at Dartmouth now, hoping to reorganize our student government, and we have gone at it with a committee which is examining the rules of the college, and particularly the purpose of the rules. It has been the most interesting committee assignment I have had. We have spent six months trying to define the college's moral responsibility, the responsibility of the college to the students and the responsibility of the students to the college. It has been a joint faculty-student committee. I hope the results of it will be significant, but I am not at all satisfied that we have arrived even in our own minds at the answer, and how we have run the college for 179 years without knowing what our responsibility was, I don't know. (Laughter) But if anybody has any material on that particular question, I shall be glad to get it.

CHAIRMAN LITTLE: I would like to ask at this point, whether or not there are institutions which are abandoning student self-government or student courts, or is the direction all towards expansion of the student self-government idea. Apparently the latter is the trend. Here are the questions: How many of you have the honor system in the sense that there is no faculty supervision of exam-

inations? Raise your hands please. Eight institutions announce that they have the honor system with no faculty supervision of examinations.

The second question is, how many have student committees with authority to handle discipline?

DEAN HUBBELL: That is a hard question to answer, Mr. Chairman. In certain areas, they can shoot the works.

CHAIRMAN LITTLE: They are asking you to define discipline.

PRESIDENT MILLER: What I had in mind was the sort of committee we originally had, which was student only, no faculty members, with authority to hear the cases of cheating or being drunk or disorderly or stealing—typical discipline cases—and decide the penalty and impose it.

CHAIRMAN LITTLE: Any further questioning of the question? The question is: How many have student committees with authority to handle discipline as defined by Dean Miller. (4 raised their hands)

DEAN NEWMAN: I can't vote on that definition.

DEAN HUBBELL: I can't either.

CHAIRMAN LITTLE: We have a student court which handles a good many disciplinary infractions, but it is not within their jurisdiction to handle cases of moral behavior involving sexual misconduct or drunkenness or that type of thing.

DEAN MELLOR: At the University of Oklahoma, we have a student conduct committee made up of two faculty members and three student members—two boys and one girl. They handle all cases that are brought before the student conduct committee and make a recommendation to the President of the University. So far the University President has acted favorably on all their recommendations.

DEAN DUSHANE: You have asked how many have student administered honor systems and disciplinary bodies or courts. Would you reverse the question and ask how many enforce disciplinary regulations without any student participation?

CHAIRMAN LITTLE: The question is: How many institutions enforce disciplinary regulations without student participation? (39 raised their hands)

DEAN EVERETT HUNT (Swarthmore College): I would like to speak on Dean Neidlinger's remarks about the University not being a democracy, and kidding them into thinking they have any power. I don't know whether our college is less of an autocracy than any other, but over the past ten years, student opinion has been brought to bear upon the Board of Trustees on a number of issues, and the Board has reversed within ten years on things that I never imagined

they ever would. Just at the present time, there is a student petition to have a student committee sit with the members of the Board, and it has just been endorsed by the Board. No particular question was raised as to the exact powers or functions, or whether the students have votes or not, but on a good many irritating things that come up continually between the points of view of the two generations, with certain conservative elders feeling the youngers are going to the devil rapidly, and the younger generation thinking the olders are going to the devil because they are becoming middle-aged.

This Board has very gladly accepted a regular representation of the students. The Board knows that it has the responsibility for the decision at any one time, just as the Supreme Court has the responsibility for the decision, but just as the Supreme Court reverses itself with certain alacrity, they do so.

SECRETARY-TREASURER TURNER: I would like to ask Dean Newman of the University of Virginia, to tell us of the honor system at the University of Virginia.

DEAN NEWMAN: The honor system at Virginia applies to three things: Cheating, lying and stealing. It does not mean to say by that, that other things are not reprehensible, but that the honor system will have no jurisdiction over them.

I think, frankly, that it depends on the size of the institution, it depends on the tradition. I do not know what the situation at Alabama is now. Perhaps Mr. Sikir could tell us. But I know that the two institutions are vastly different, and I attribute that difference to the matter of tradition, and the matter of size, and it does work there in those three fields which I have mentioned, and I think it will continue to work for a good while.

They handle it completely without any knowledge of the faculty. We don't know how they handle it or anything about it. All we know is that men are dismissed, and those names are given to only four faculty agencies or individuals. They are never made public. There is a statement in the paper that a student has been dismissed by the honor system, and that is all.

CHAIRMAN LITTLE: Thank you, Dean Newman.

I wonder if we could get some expression of what the participation or interest by the students in self-government is. How widespread is the interest? To what extent is it thought of as a vital thing by all of the students on the campus, and to what extent is it participated in by a relatively few who are politically minded and enjoy that kind of activity?

DEAN R. C. BEATY (University of Florida): We just had our spring election for student body officers and 80 per cent of the student body voted, which I think is a pretty good indication of the interest in the election.

CHAIRMAN LITTLE: Any other expressions or comments in that direction?

DEAN WERNER: I just returned from a meeting at Minneapolis where there were 60 student delegates who were all elected representatives to union operating boards, and I asked them about their self-government in probably ten or fifteen cases, and there seemed to be an intense interest in the elections, and a tremendous apathy after that.

CHAIRMAN LITTLE: The experience we have had at Wisconsin is not quite as favorable as that reported earlier here. Elections just recently completed were very hotly campaigned as far the participants were concerned. The percentage of eligible voters who voted was about 33 per cent. We have noticed that veterans particularly, seem to take very little interest in it, with the exception of a few. Four of the officers elected are graduate students, and the President is a woman graduate student. We have noticed among the veterans, at least, that they seemed not to be interested in any kind of activity which takes them away from their studies. That seems to be the more typical reaction.

DEAN DUNFORD: On the matter of elections, you might be interested in the student politics and also this matter of student government. When the students get over to certain fields of course, they experience certain restrictions, but in the matter of elections, our students are very beautifully organized.

You have probably heard of our machine politics in Tennessee. At the University it works almost better than it does in the state where the nomination by one party is analogous to election. We have a great number that come out and vote, but one party is practically withdrawn. I have had to encourage the opposition party to remain alive, and was hoping that sometime they could survive in some strength. But there is a high degree of interest in the election, and a high degree of apathy afterwards. But they establish their laws. For example, the fraternity relations board establishes all the laws and regulations in regard to fraternities. I am sure all of you have experienced this. Take for example the rushing regulations. They establish them with a great protest that they are going to all abide by them. Immediately, there are accusations that unfairness has prevailed. I asked them to put in their regulations this one thing: That any protest, violation of rushing rules or any other rules shall be made in writing. Since then we haven't had a single one. They do control themselves if you give them an opportunity. They do it very well, without much trouble, providing you give them free rein.

SECRETARY-TREASURER TURNER: I would like to ask the group if there is a definite trend on campuses on the part of students to seek further participation in the administration of the institution.

CHAIRMAN LITTLE: The question is, to what extent are students on your campuses asking for a greater amount of participation in the affairs of the administration of the university as a whole? On your campus, is there a trend of the students asking, at least, for a greater amount of participation by students in the administration of the university? Will you hold up your hands? About 36 say that there is such a trend.

By what sort of representation? How are students represented in their student organizations on your campuses? What is the basis of representation? The student board at Wisconsin has just gone to a geographical representation. They have it set up almost like the political basis—students representing certain geographical areas of the campus and student housing areas.

In electing representatives to the student board, that is on a geographical basis. Are there other schemes of representation you would like to report?

DEAN BEATY: In my school they are represented according to college. That representation is based on the enrollment in those colleges.

CHAIRMAN LITTLE: College representation. Any other scheme of representation?

VOICE: Class representation.

DEAN EUGENE DILS (Washington State College): On our campus we have written into the constitution, Greek versus independents for representation, and I deplore it. It grew up out of political malpractice among the fraternities, I believe, and now everything is either fraternity or non-fraternity.

DEAN DuSHANE: The question just raised was raised once before, and a very simple political device worked out some years ago by a gentleman named Hare is the best possible answer to problems like that, and to problems like yours at Wisconsin, where there are large numbers that do not vote.

Always in the conventional electoral system, those who know ahead of time that they cannot elect a representative tend to pretend to have no interest or to lose what interest they have, and it is like so much unleavened dough in the student body. They don't participate; and if the single transferable vote or the Hare system of election is used, so that any sizeable minority can obtain representation in the same proportion as its size, so that a non-Greek 40 per cent or a racial 20 per cent, can elect 40 or 20 or whatever the percentage may be to the governing body, you will find that the number of students participating in the elections goes up astonishingly, and it is easier to maintain interest in what student government does. The system has the additional beauty of not crippling the majority. The majority gets the majority, but a minority is not disfranchised.

CHAIRMAN LITTLE: We have reached the time at which this part of the afternoon's program is supposed to draw to a close. If I correctly assess the gist of this discussion, it points to the fact that interest in student government plans is high, that the trend is in the direction of the expansion of these plans according to the individual circumstances of the several colleges and universities, that the idea is one of providing students a laboratory for practice of the arts and science of politics, with the belief that there ought to be some action, as well as reading and study, and that in so far as such schemes can provide an opportunity for these students to make decisions and to suffer or enjoy the consequences of those decisions, it would be educative. It has been pointed out, however, that by nature, a college or university and its organization, limits the extent of the educational possibility of the self-government plan, in that the responsibilities and the line of responsibility and accountability do not flow from the controlling body of the college and university to the students, but that the lines of accountability and responsibility flow to administration and faculty members of those institutions. That fact will always be a limiting factor upon the complete educative possibility that lies in the student self-government plan. (Applause)

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: I find myself having difficulty with these titles, calling people Dean when they are a director or getting it mixed up, and there seems to be this development of trend in the direction of change from the title of Dean of Men to two other forms at least, that have come to my attention here a number of times. One is to have a Dean of Students, and the other a Director of Personnel.

How many here retain the traditional title, shall we say, of Dean of Men? Raise your hands. (Raising of hands) That is a total of 32. Now as to this trend to have the title of Dean of Students, how many institutions have developed that title? (Raising of hands) We have 22 that are using that title of Dean of Students.

DEAN JAMES H. CORSON (College of the Pacific): How many of them have both?

PRESIDENT MILLER: That is the combination I was finding several places where they have the Dean of Students. Then they have a counselor for men and a counselor for women, or a dean of men and dean of women. In most cases, it seems to me they are using counselor for men and counselor for women under the Dean of Students.

How many have the Director of Student Personnel Services? (Raising of hands) Nine have that title.

Now I will let you have that five minute recess, and then we will take up here again.

. . . Recess. . . .

PRESIDENT MILLER: Our topic for this part of the afternoon session is, "Fraternalities on the Postwar Campus." The gentleman who is to speak to us on this subject, Mr. Maurice Jacobs, is in the publishing business, but he has been an officer of the National Interfraternity Conference for ten years. He served as Executive Secretary for his own Fraternity for ten years, he is a graduate of the University of Maine, and he is now serving as Chairman of the National Interfraternity Conference.

It is a pleasure to present to you, Mr. Jacobs. (Applause)

MR. MAURICE JACOBS (Philadelphia, Pennsylvania): Dean Miller, Gentlemen:

I sincerely appreciate this invitation to come and speak to your Association in my capacity as chairman of the National Interfraternity Conference, which today numbers 60 national fraternities with close to 3000 chapters in over 200 colleges and universities and which can boast of having initiated over one and a quarter million members and which own fraternity houses valued at over one hundred million dollars. Some of these fraternities are over a hundred and 20 years old and this fraternity system has weathered the trials and tribulations of the War between the States, World War I and World War II.

When your Association met two years ago, the future of colleges and universities was not too bright—some of your institutions, particularly some of your liberal arts colleges, were working with a 15% enrollment and those which did not have army or navy groups on campus, were definitely worried about their financial positions. The college fraternity, an adjunct of the college, was suffering the same way, and our future was not too bright. In fact, there were some among the leaders who felt that World War II would sound the death knell of the college fraternity system. But an institution which has been such an integral part of the American college system had to live or some other system would have had to be devised to take its place.

The sudden cessation of hostilities and the concomitant surge of returning veterans to the college campus has given both of our institutions an opportunity to reactivate much faster than we had anticipated. And in rebuilding, is it not good practice to survey the past and plan ahead for the future, with the hope of eliminating as much as possible those weaker elements in the fraternity structure which have caused bad public relations and unpleasant relations with the colleges and universities by whose permission we exist on their campuses?

The National Interfraternity Conference, at its 1944 session, adopted what we are pleased to call "THE DECALOGUE OF FRATERNITY POLICY." You have all received copies for your offices—copies were sent to each national fraternity for redistribution to their chapters—they have been reprinted in the Conference program

—and will be reprinted in each of the Conference's Year Books, so that all will know of our Ten Commandments and know of the position of the 60 member fraternities on what we consider the most vital items in our fraternity life. May I be permitted to read these to you, making such comments as I feel may further explain our attitude. I am certain that you will agree with me that this Decalog can be accepted by all educational institutions as a pattern for future university-fraternity relations. The member fraternities of the Conference adopted these policies unanimously and we are prepared to stand by them and help college administrators enforce them to the best of our abilities.

I. "The goal of the college fraternity, in harmony with the goal of the college, is to provide training and discipline of the individual who, in seeking an education, desires to make of himself a useful member of society, possessing knowledge, trained skill, and capacity for accomplishment. The college fraternity, as a group organization, seeks to teach men how to live and work together, striving by precept and example for the personal development of the individual in the training of mind and body. It carries forward the fundamental purposes of education, adding a fraternal influence for correct living and individual development." The art of living in a democratic society, practising the amenities of a civilized society, are the ideals which the fraternity system tries to interpret to its membership. Knowledge combined with these help produce the educated leader which this nation must have for the world of tomorrow. Accepting Commandment I as the basis for our *raison d'être*, let us see how we propose to implement our declaration of faith.

II. "The college fraternity must regard itself as an integral part of the institution in which it is located. It not only must be amenable to the rules and regulations of the college institution, but must share in all the college responsibilities of the undergraduate. The college fraternity must match the discipline of the college administration, and must accept the added responsibility incident to the supervision of group life in the chapter house. Furthermore, the college fraternity, with complete loyalty and allegiance to the college which nurtures it, has the duty of supporting in every possible way the institution of which it is a part." The fraternities thus have pledged their loyalty to their institutions in no uncertain terms and if there still exists a question of dual loyalties, the loyalty to the institution is first and foremost and the loyalty to the fraternity—be it either local or national—is secondary and supplements the loyalty to the college. The fraternities here accept their place as an integral part of the college and consequently subject themselves to all of the rules and regulations of undergraduate life. The day of arguing our separate place on the college campus has long past and we accept the responsibilities of living up to the rules and regulations which the colleges and universities in their wisdom, set up for us.

This is as good a time as any to stop for a moment and discuss one of the sorest problems we have had—"Hell Week" and all that

goes along with it. The NIC has tried for years, thru the slow process of education, to eliminate Hell Week practices, and all forms of hazing, involving mental and physical torture, paddling and all other vestigial forms of roughhouse initiations. We have failed to do this, simply because we have not had the courage to discipline those chapters which continue to make a mockery of what should be exemplified with dignity. We have therefore come to you administrators, and at our 1944 session, unanimously asked you to assume responsibility for prohibiting such practices and enforcing these regulations. You have the power on your campus which we do not have and we will stand back of the college or university which disciplines, no matter how severely, those chapters which insist on degrading fraternity initiations. Just as you can draw up rules for other undergraduates organizations and enforce them, you and you only can help us eliminate those practices which have done more than anything else to put the fraternities in the wrong light publicly and on the front pages of those papers which go into the homes of thousands of young men who are planning college careers and who thus come to the college campus pre-prejudiced against joining an organization which to them seems hardly grownup in its practices. The Conference is polling all of our institutions to see what progress is being made along this line and at the same time are securing a reaction from the national fraternity presidents as to the stand their individual organization is taking on banning these practices. Together, we can eliminate Hell Week and all that it stands for in no more than one college generation.

III. "The college fraternity is also a business organization. Successful management requires sound financial practices and good housekeeping methods. There is the dual obligation of prompt collection of monies owed and prompt payments of accounts due. The fraternity man and the chapter group acquire strength and stature as they develop business experience and a true perception of correct business methods. Financial strength and integrity in the fraternity enables it to accomplish its other aims." How can you help us to accomplish this business stability? Some institutions have found the way and others can follow in line. I personally favor the setting up of standards by the colleges which will determine when a fraternity is financially eligible for operation and when it is not. I believe that the college has the right to insist that accounts payable be limited to X dollars and when the accounts payable pass this amount, that chapter cannot continue to operate as a chapter. Similarly, in order to make it possible for the chapter to remain financially stable, the college should also tell the fraternity that if the accounts receivable from members exceeds a certain figure, then again the chapter will not be permitted to operate. We must not overlook the fact that we have placed the business operations of the chapters in the hands of youngsters from 17 to 21, under normal circumstances, who have had no previous business experience and who, in many instances, do not have the power to enforce the collection of house bills. The elimination of 'free-wheelers' by the

chapters, the insisting by the college of proper auditing of chapter books, the employment of outside business management organizations or management supervision by the college, the withholding of permission to register for classes because of unpaid house bills, the withholding of graduation and degrees for the same reason, the collection by the college of house bills—all of these help the chapter maintain that type of financial stability which you have the right to demand from any undergraduate organization on your campus. And when you are told that this robs the student of his independence and deprives him of business experience, assure the complainer that business experience is best gained under a good teacher and by observing proper methods, rather than by continuing practises which have brought nothing but disaster to more than one chapter. Long distance supervision of accounts and business management can never accomplish what can be done on the local campus. Some may call this paternalism—other more correctly call it Dutch-uncleism.

IV. "The college fraternity stands for excellence in scholarship. It seeks, as a part of its college, to promote diligent application to study by the fraternity member, not only in order that the requirements of the college be met, but also that achievement above the average level may be attained. The college fraternity adds its rewards for intellectual attainment to those given by the college." You are all familiar with the excellent work accomplished over a period of years by the Conference thru your honorary member, Dr. Alvan E. Duerr, in raising the scholarship of fraternity men and I am happy to report to you that he is resuming his scholarship work with the return of normal conditions to the campus and with records once again available. I recommend for your consideration the employment by your local chapters of resident advisers, who will be responsible for helping to maintain in the chapter house better scholarship and a finer academic atmosphere. The granting of free tuition by the college, supplemented by free room and board by the chapter, will bring many a fine young graduate student to your campus, who will add his bit to a better campus and fraternity life.

V. "The college fraternity accepts its role in the moral and spiritual development of the individual. It not only accepts the standards of the college, but, in addition, endeavors to develop those fine qualities of ethical conduct which add to the inner growth of man." All of our rituals are full of the highest religious and ethical ideals—and the college has the right to demand of the fraternities the observance of the finest code of ethics and to punish those who show themselves unfit to be part of a college community. Similarly, fraternities should be encouraged to drop from active membership those whose actions, on and off campus, are not a credit to the college or the fraternity. High spiritual and moral standards are not incompatible with fraternity life—they should go hand in hand.

VI. "The college fraternity recognizes that culture goes hand in hand with education, and, therefore, seeks to broaden the growth of

the fraternity member by encouraging the acquisition of knowledge and training in cultural subjects. It is in this field that the college fraternity augments the formal instruction of the institution in encouraging an appreciation of art, of music, of literature, of dramatics, of debate, of sports and games, of speaking and writing, and of national affairs." If our fraternity houses are to truly qualify as homes away from homes, let us make them the fine cultured home every college-educated man should have. The building of chapter libraries—both of books and musical records—is not a difficult matter. The observance of birthdays or other festive occasions has been the means of enlisting alumni and undergraduate aid in the purchase of good literature of permanent value and the acquisition of classical music which uplifts and delights. The encouraging of alumni of standing to return and lead chapter-house discussion groups along topics of importance will help return to the fraternities those parts of their early programs which have been dropped. The encouraging of faculty members to dine with the active chapter and discuss the topics-of-the-day have a beneficial effect on student and teacher. The insisting on participation by each member in some form of intramural activity broadens the individual. The training in debate at chapter meetings—the experience of writing for a chapter newspaper—the participation in chapter sings—the correspondence with alumni—all of these help develop the undergraduate and broaden his horizons. The fraternity—as a small closely-knit group—can do these things for its members easier than can larger groups in the college. It may interest you to know the Conference, under the chairmanship of Dean A. Ray Warnock, of Penn State, is preparing a series of chapter-house discussion group syllabi, which we hope to have ready by fall. Fireside discussion groups are a healthy way of integrating young men into discussing important topics of the day. At least, we can make an attempt to start the discussions on serious matters, hoping that the discussion will not end up in the usual manner.

VII. "The college fraternity is the center of much of the social life of the fraternity member. As such it seeks to develop the social graces, the art of good living, the development of courtesy and kindness. Good manners, good taste and good companionship are a part of the training of every fraternity member." What better way can we suggest for making the fraternity house the center of the social life of the member than by insisting that each fraternity house, after a long-enough period to make the necessary financial arrangements, shall be presided over by a housemother, who shall be worthy of the name and who shall supervise the living condition in the house, grace the head table at all meals, help plan a good social program, chaperone all parties and add a motherly touch to an otherwise all-male establishment. With a housemother recognized as the one with whom officers and chapter members are to cooperate fully in matters of social practice, quiet hours, conduct in the house, house cleanliness, study hours, and the like, and with this housemother recognized by the college as an integral part of the fraternity

set-up, many of the disturbing problems of fraternity house management can be eliminated.

VIII. "The college fraternity recognizes the importance of the physical well-being of its members. It seeks to provide healthy and sanitary housing. It encourages healthy practices by its members, discourages physical excesses and promotes athletic competitions in both fraternity and college life, so that a sound mind and a sound body shall be the aim of every fraternity member." In connection with the providing of healthy and sanitary housing, we need your cooperation. Fraternity houses should have regular inspections by college officials, just as do your dormitories and you have the right to insist on the same standards of safety and hygiene. The college has the right to insist that each house hire sufficient help to maintain a clean house and that chapter-house cleanliness should not depend on the volunteer efforts of its members or the required duty of its pledges. Chapter budgets must be so arranged that money will be provided for this important item of housekeeping. Besides healthful and sanitary housing, it must provide well-balanced meals, properly prepared and properly served. The housemother can be a real tower of strength in the purchase of provisions, in the planning of meals and in the regulating of dining room service.

In the matter of proper housing, the college should have a great deal to say, both for its own good and the good of the fraternity. The building of new fraternity houses should be the concern of the college as well as of the fraternity, its undergraduates and its alumni. Unless there is to be that kind of cooperation and supervision, we may have a repetition of what happened in the 20's, when fraternity house building went on in keeping with the unrestrained activities of the time—build, build, build, without any thought of the costs or consequences and you all know the results—the Mortgaged Mansions section of ever so many campuses which, after the sheriff's visit, became better known as Foreclosure Park. The undergraduates should inherit something more than a heritage of debt from those who went before them and no houses should be built unless approved by the institution as to architecture, size, costs and location, as well as supervision by a house-owning corporation composed of alumni, who will provide the continuity of maintenance, amortization, etc. At no times, should the cost per individual to be housed exceed the similar costs in the college dormitories system.

IX. "The college fraternity assumes civic responsibilities. The chapter house is another training ground for good citizenship. Fraternity members are taught first their civic responsibilities as members of the college community, and are prepared in later life to assume their responsibilities to their communities and their nation." Leadership training is one of the most important contributions the fraternity can make to its members. The sense of responsibility given to a member soon after he enters the chapter is very important. The training received as a chapter officer is a real laboratory course in human relations, and fraternity chapter officers dare to take

responsibilities which are offered to them in their communities. The leadership training programs already evolved by some of the national fraternities are excellent and lucky is the undergraduate who is elected to attend one of these leadership training schools. He quickly learns how to influence people, even without the help of Dale Carnegie. Our civic life today needs the leadership of young men trained properly in leadership and the fraternity offers an excellent opportunity for this type of training.

X. "The college fraternity seeks to develop those qualities of human understanding, of companionship, of kindness, with a knowledge and training in appraising the basic values of life, which will lead towards a better civilization, with peace and understanding among all people." On that I will make no comment. What finer declaration can we make than this and honestly plan our fraternity programmes so as to bring this desiderata in fruition?

This is the Decalog of Fraternity Policy. It is our declaration of what we stand for. How best can we jointly implement these high standards of policy? By giving the fraternities a chance to live a full life, unhampered by unnecessary regulations and with a chance for full expression. Pledging and rushing rules should be studied again and unless there is some strong motive for delayed rushing, give the fraternities as early an opportunity as possible to rush and pledge their men. If the college dormitory system needs freshmen, then make it possible for the fraternity houses to be filled at the beginning of the sophomore year so that the financial stability we both desire will not be impossible because of lack of man-power. Help us to develop better local interfraternity councils so that this form of student government can become stronger. Help develop associations of fraternity advisers and alumni interfraternity councils, which can help plan a better fraternity life and help you interpret the college's point of view to the fraternity members, maintaining the loyalty and fraternity contacts of some of your best men and use them for counselling and guidance work and have them, these alumni, provide the continuity which is so necessary to carry on the traditions of both college and fraternity.

We stand at the beginning of a new era in college life. The fraternities know and confess their weaknesses, but we also know and are proud of our strength. Over the past 120 years, the Greek-letter college fraternity system has served the American college in many ways—we want to continue to serve even better. Hand in hand, college and fraternity, dean and fraternity worker, we can help build an educational set-up of which we can all be proud and which will redound to the credit of the college, the fraternity and the nation which we all serve. The National Interfraternity Conference pledges you its utmost cooperation. Its officers—all volunteers—serve because of their belief that the fraternity offers a real contribution to the building of better college men, of better Americans, of better citizens of character for this new world.

PRESIDENT MILLER: Thank you, Mr. Jacobs. That was a very fine presentation of fraternity problems as they face the universities and the Interfraternity Council.

Mr. Jacobs is one of those men who has taken a great deal of time from his business, from his personal family life and pleasure, to work with the fraternities. The fraternities have faults. There are criticisms to be made of them. But those faults are not to be laid at the door of these men who work in the Interfraternity Council. These men, like Mr. Jacobs, have given their time to try to bring the best out of fraternities. They have done a great deal of constructive work. We are all greatly indebted to them for the fine work they have done, and I want them to know that we appreciate it.

We have on the platform another gentleman who is in that same classification, Alvan Duerr, who has worked for years with the National Interfraternity Council. I believe he is now the head of their Scholarship Committee. He was the chairman of the National Interfraternity Council; he is one of the two honorary members of this organization. We are very pleased to have him with us today, and I would like to have Mr. Duerr take a bow. (Applause as he arose)

We are very glad to have you take part in our discussion.

Now, the discussion of the paper which has just been presented, will be placed in the hands of our old and experienced friend—not old in years or spirit or in any other way except in service in this organization—Joe Bursley of Michigan. (Applause)

. . . Dean Bursley assumed the Chair. . . .

CHAIRMAN BURSLEY: Mr. Chairman, Maurie: I think Maurice Jacobs has given us as good a statement of the position of fraternities and what they are trying to do, as could be outlined.

This Decalogue of which he has spoken, is certainly an all-inclusive statement of the ideals and standards of the fraternities. The National Interfraternity Conference and its officers and members, are behind those statements heart and soul. But the problem is to get the chapters themselves, the undergraduates, to live up to the ideals and standards as set forth. That is not easy, as I am sure all of you know. It is not that they are deliberately opposed to these standards, but they just let them ride and slide.

One of the subjects that Mr. Jacobs spoke about was the matter of housemothers. It is my understanding that a great many of the colleges that have had housemothers, are sold on that idea. The fraternities at those places are agreed that housemothers have been an asset. On the other hand, in colleges where the housemothers have not been used, it is pretty difficult to sell it. The boys don't want a woman around the house, they say. After they have tried it, most of them agree that it has been a good plan.

The resident adviser system is another subject mentioned by the

speaker. That is a fine plan if you can make it work. We tried it at Michigan. We offered free tuition to these men, provided the fraternities would supply board and room. At no time did we ever have over seven or eight fraternities take advantage of that offer, and after having it in operation for four or five years, it was abandoned because it proved impossible to find the men who were qualified to fill the position. We tried to get the national organizations to nominate men for those places. They did, but after a while, as I say, the project was given up.

Now, there are two problems with which we are all faced that Mr. Jacobs did not speak of, and he told me he left them out deliberately because he wanted them brought up later on. The first one has to do with the possible increase in the number of chapters on various campuses, and the increase in the size of the chapters that are on a campus.

With the increased number of students who are attending practically all the colleges in the country, there would seem to be a demand for more opportunities to belong to a fraternity. One of the reasons why this demand is not as strong as it would be otherwise, is that included in this increased number are a great number of married veterans or veterans who are not living directly on the campus. For example, at Michigan—and I speak of that because I know that situation; I don't know the others so well—we have about 6,500 veterans. Of that number, over a thousand are married and living at Willow Run, ten miles away. How many of these men would be interested in joining a fraternity, I don't know. Many of them feel that they have other obligations and haven't the time nor the interest to give to fraternities. In addition to the thousand who are at Willow Village, we have perhaps another 500 married living in Ann Arbor who feel much the same way.

The seven hundred or more unmarried men who are living at Willow Run do not have the opportunity of becoming as closely associated and affiliated with a fraternity as they would if they were living right on the campus. So, how many of those men will be interested, is the question.

But leaving out those two groups, there are a number of men coming back, more men on the campus than ever before, and the question as to whether there should be more chapters or larger chapters or both, is one that is going to have to be met.

Another problem is brought about by the fact that these returning veterans are older in years, much older in experience and have different interests and different objectives than the normal undergraduate. How to correlate their objectives and interests with those of the 17 and 18 year old students, is a problem. How these two groups will fit together in the fraternity house is a question. The older men coming back don't want "hell week" foolishness, and they won't stand for it.

Mr. Jacobs said that the Interfraternity Conference, the National

Conference, is trying to do away with "hell week." It is, and has been successful on some campuses. It certainly has not been entirely successful at Michigan. The situation there is much better than it was, but still it is not eliminated entirely, and one reason is because the boys coming in have heard about "hell week" and they think unless they have that experience, they really haven't joined a fraternity. That is something that is going to take time to do away with. But I don't think the veterans are going to accept it.

Many of you, perhaps all of you, read Mrs. Frank's article last fall. That certainly raised plenty of discussion all over the country, and it brought about a great deal of criticism of fraternities and sororities. No matter whether it was true or not, many people believe what she said, and there was just enough truth in what she said to give them some ground for this belief.

In order to meet the situation that is arising on these various campuses, some groups, some faculty or administrative groups, have adopted, in conference with their fraternity alumni, a series of detailed rules and regulations. Others have adopted a much more general statement without trying to go into detail; and some have practically no rules at all. Personally, I don't believe that it is desirable to try to go into too many details—to tell a boy when he can get up and when he can go to bed and things of that nature. You have to be more general, and you have to consider the fact, as I said before, that many of these men are veterans, and don't have to be told or won't listen to rules of that kind.

The responsibility of the alumni is something that seems to me is increasing every year. Unless the alumni take more interest than they have in the past the fraternities are going to have rough sledding.

The alumni can do a great deal to help the fraternities, and unfortunately, some of them have done a great deal to handicap them. When the alumni come back at the time of the football games, they are not always assets to the fraternity, and it is a difficult situation for the younger undergraduates to try to control the actions of some of their alumni.

On the other hand, the more responsible alumni have done a great job for the fraternities, and will continue to do that.

One situation which caused a great deal of unfavorable comment, arose from the condition which was found in many of the houses when the universities took them over for the use of the ASTP, the Army and the Navy. These houses were certainly not in good, sanitary condition. Many of them were **very dirty**.

I think everyone realized that that situation was worse at that moment than it would have been normally. The boys were all upset. They were leaving; they were going to the Army or Navy, and the houses had not been kept up. It was difficult to get janitors that were of any use at all. But at the same time, it was very evident that the sanitary and housing conditions, hygienic condi-

tions, were not what they should be, and I think every fraternity organization, the alumni groups particularly, and the faculty officers who are interested in the operation of fraternities, are determined that these sanitary conditions and hygienic conditions must be better than they were before, and must be kept up to standard. Those conditions should be just as good, if not better, than they are in any college operated dormitory.

Now, I am sure some of you have some comments to make on Mr. Jacobs' paper. I would like now to throw the matter open to anyone who wishes to ask questions of Mr. Jacobs or Mr. Duerr.

DEAN E. L. CLOYD (North Carolina State College): I have had some difficulty in recent months of men wanting to be classified as inactive fraternity men. In my own mind, a man can't be an inactive fraternity man. He has either got to be in or out. The way it affects my particular institution is with the set-up of our Interfraternity Council. All actives and pledges pay certain fees to operate the Interfraternity Council. Some of these fellows say, "I just haven't got time to attend meetings," or, "I'm married and can't I become inactive?" I can't reconcile such a classification and I wondered whether or not it is recognized by the National Interfraternity Conference. Is there such a classification as an inactive fraternity man?

MR. JACOBS: It seems to me that depends on the regulations of the individual fraternity. In my own fraternity a man can be inactive. He can be made inactive by his chapter for certain reasons or he may become inactive by request, and with the approval of the chapter.

At some of the larger institutions where the professional men remain on the same campus, the professional man may not choose to remain active for more than four years. He assumes an inactive status, although his standing in the fraternity is still good. He pays no dues, but at the same time, doesn't share in the good things connected with the fraternity. What other fraternities do, I don't know. The Conference, to the best of my knowledge, has never taken a stand on that condition.

DEAN CLOYD: I can understand about a professional man, but I am thinking in terms of the undergraduate, and I wondered if there was prevailing such a classification.

MR. JACOBS: In my fraternity, that is the experience.

DEAN FIELD: I have had considerable experience with that down at Georgia Tech. I have always insisted that there was no such thing as an inactive undergraduate on the campus. I have realized that the National fraternities had such a situation, and admitted it, but I have strenuously opposed it all these years, though I have permitted men to be rated inactive, but always with my opposition to it.

CHAIRMAN BURSLEY: Anyone else have any experience in that field?

DEAN SOMERVILLE: Just a question with regard to those chapters with men listed as inactive. Would it be possible for a fraternity to declare a group of members, three, four or five, who were making the lowest grades, inactive, so that they will not be counted in as a part of the scholastic standing of the chapter? I think Mr. Duerr is in that department.

MR. ALVAN E. DUERR: Not if you don't let them get away with it. (Laughter)

CHAIRMAN BURSLEY: I think that has been tried at more than one institution, Dean Somerville.

DEAN FIELD: That has never been an excuse that ever came up with me. It has never been because of their scholastic standing. It has always been because of their finances.

DEAN GUESS: I want to ask a question as to the recommendation of the National Interfraternity Conference on establishing the plan of housemothers. The question has come up with us at Mississippi where we have rather small houses, but some have enlarged them to the extent that two or three desire housemothers. The question came up before the faculty-student committee on fraternities and sororities. They referred the matter to a committee to study it and bring back a recommendation later. I raised the question that in regard to housemothers, perhaps that was a matter that chapters should deal on direct with the administrative officials and not go through the faculty-student committee on fraternities or the student council, as to whether they should approve the plan.

My question is on the matter of housemothers, as you have seen them established in various schools, is that a matter to be brought before the council to be approved by them, approved by a faculty committee, or is it a matter for each fraternity dealing direct with the administration on it?

MR. DUERR: I think more often the move has started with the administration of the institution in order to correct conditions which they did not consider wholesome. I know of one or two cases where the administration in consultation and conference with alumni committees, has agreed that that was the solution. But more often, it comes from the institution itself.

DEAN GUESS: But on the question of the desirability of housemothers, the others say the system as a whole, isn't right so they shouldn't have it, but two of them want it. Should the two of them have it or wait until all of them are ready?

CHAIRMAN BURSLEY: Let the two have it. Let those that want it, have it.

I want to ask how many institutions represented here have housemothers at the present time.

. . . Cries of "One or more?" . . .

CHAIRMAN BURSLEY: Yes, one or more. (37 raised their hands)

How many that do not have them are contemplating some system of that kind? How many institutions require all fraternities to have housemothers? (22 raised their hands)

One other point Mr. Jacobs brought up was the enforcement of the regulations against "hell week." He said that the National organizations had not been able to enforce those regulations. He admitted that perhaps it was because they had been unwilling to take the necessary steps, and personally, I think that is the real fact of the matter. If the National organizations had been willing to do the unpopular thing, they could have taken action against a number of chapters that have indulged in activities of this kind, and about which they must have known.

Now, I will admit that the university perhaps knows about those things a little earlier, although not always, and it is a question of who is going to do the dirty work, the university or the national organization. Perhaps both have to do it.

I might say that at Michigan, at the present moment, we have one fraternity on probation because of "hell week" activities which we didn't approve, and these activities weren't as serious as they have been some time in the past. At one other time, we had two that were suspended for at least a term. So that we have done something in that line. But we never yet have had a single case where the National organization came in and took any action in regard to any of the activities of this nature indulged in by any of their chapters. They have known about it, and in fact, in two cases, when we took action, it did not meet with the entire approval of the national organizations.

I will admit that that was several years ago, and perhaps the nationals have changed their opinions now. I say perhaps. I know that they have. But I believe the enforcement of those regulations should not be left entirely to the universities. I think the universities should do their share, but I think the nationals have got to step in and do their share too.

SECRETARY-TREASURER TURNER: You mentioned at the outset, two problems that you thought ought to be discussed. One was the size of chapters and more fraternities on the campus. I think those are very pertinent at the moment, with this great crowd of veterans.

DEAN FIELD: Before you get away from that other, I would like to report that I have deliberately kept that problem out of our faculty. I have tried to get the local Interfraternity Council to enforce their own national regulations, which I have reported to.

them from time to time, and also the action of the National Interfraternity Conference.

I believe that we are making some progress in getting the boys to eliminate that rough stuff themselves. I have told them that if they can't do it, the faculty will undertake to do it for them, and they will be sorry.

DEAN DUNFORD: We recently had some episodes. One minor one resulted in suspension. But prior to that, we had some attempted education along this line with our fraternity relations board. I am glad to report, and I think I sent you a copy of their resolution which has outlawed that among themselves of their own volition, following the recommendation of the Interfraternity Conference.

Could I ask another question here now? It changes the topic a little bit, but since you are going to change it, I would like to raise this question. We are a state institution and very much interested in the financial arrangements, that they maintain liquidity, and that their houses are in good order and all those things. I will take the specific instance in order to make it clear. A prominent football player of one of the best fraternities we have, became indebted to the fraternity to the extent of \$230.00. The fraternity came to me and apparently it had been done before. Some arrests had been placed on some of the boys before, to collect these fees by the university, even to the point of writing them a letter denying admission. I want to ask this question of those particular instances, as it pertains to state institutions.

I took the point of view, without consulting a lawyer, that since they have probably let this thing go without—you say we should have been advised, we should have known. With a careful auditing system we would have known. But we didn't have that. But I took the position that we could not, as a state institution, deny admission to the boy, and would therefore place no duress on him by way of eliminating him from the university or denying him admission. What would be your notion on that or does anyone here have a point of view on that? Naturally, I would like to see the boy pay his debts, but I felt it was laxity on the part of the fraternity to let him accumulate such a large debt, and therefore, we could not deny him admission.

CHAIRMAN BURSLEY: Anyone have any experience in that field?

DEAN D. A. HINDMAN (University of Missouri): In Missouri we can do it. We have a rather elaborate set of housing regulations designed chiefly for the control of private rooming houses. It hasn't been tested before the Supreme Court, but it has been tested everywhere else and we think we are safe, and we do apply it. These regulations, among other things, provide that the student shall sign a contract with the household and shall live up to the terms of that contract, and if he violates the contract, we may dismiss him from the university.

DEAN CLOYD: I just want to say that we have enforced that rule in a state institution in a few cases, a good many years ago, and had no kickback from it. Now we require them to turn in a financial report every 15th of each month. Since we started that, we haven't had any of those big debts accumulated. Before we did that, we did deny admission to a few undergraduates and didn't have any trouble from the standpoint of law.

DEAN DUNFORD: We are requiring reports, but this occurred before that.

DEAN FIELD: I would like to report one incident along that line. My difficulty has been getting the fraternities to cooperate along that line. If the officers of the fraternity will cooperate and report those cases, collect them, month by month—and they are supposed to have been doing that for the past 12 years with me—we would have no difficulty in having them collect it. But fellows sometimes out-talk the treasurer. One case was reported to me at one time, and I took the case to our treasurer. The treasurer told me, "I haven't any right to do that." I said, "No, but you can do it." About a week later, the assistant up there called me and said, "Dean Field, I have that money for you."

DEAN SOMERVILLE: We had that problem a few years ago, and solved it in this way: The fraternity was supposed to keep its accounts collected. If a man was farther behind than one month or approximately \$50.00, we would do everything to see that the \$50.00 was paid. If he was over the amount of \$50.00, which we considered neglect on the part of the fraternity, we would have nothing to do with it.

DEAN J. H. JULIAN (University of South Dakota): I want to go back to this proposition that you brought up a little while ago. I come from a small school. We have six fraternities. Any penalty that the university puts on the fraternity is instantly known by all the rest of them, and they don't always use such very good judgment in the use of that information.

Now if the National Interfraternity Conference says, "You go ahead and penalize the fraternities for 'hell week,'" we will do it, but it is going to be a bad thing for fraternities for the very reason that I mentioned. Just the instant that is done, all the rest of them know about it, and it doesn't make any difference to them about whether it is good or bad, they will use it next fall.

I am not trying to get out of any responsibility, but I have had this on my chest for twenty years. The national fraternity can penalize one of its organizations and nobody knows it outside of the fraternity. One national fraternity passed a regulation in 1936, after their national meeting, that any of their chapters that were at the foot of the scholarship roll for three successive years, would be placed on probation. At the end of the three years, I thought I was on very sure ground, but I found out that at that meeting

that year, they extended it for three more years, which put it entirely outside one student generation. I didn't know what to do. These gentlemen from the National Interfraternity Conference, for whom I have a great deal of respect, I want to call your attention to the great reverence that our local chapters have for their national organizations, and I will tell you frankly, that they will pay a whole lot more attention to you than they will to me.

DEAN FIELD: May I tell him how to do that? Put them on probation and send notice to the National Officers that you have done that.

DEAN JULIAN: I can't keep it from the rest of them on the campus.

DEAN FIELD: Let them know it.

DEAN JULIAN: They will use it against them next fall in pledging. That is bad.

DEAN DuSHANE: I don't know yet whether we have solved the problem or not, because not enough time has gone by, and I haven't been deaning for 22 years or more. But when I began, and until last year, I was trying to do what I could as an educator to get the students to eliminate "hell week" for themselves, of their own free will, and every April or May, we would get the seniors sold and then they would go out, and the sophomores next year would need selling all over again. Finally, the 1944 National Interfraternity Conference gave us their official and unanimous approval. I took their request up with our President and all the other administrators in the institution. We adopted it unanimously. Then I broached that to the undergraduate Interfraternity Council, drew up a list of specific and a few suggested penalties which we would be willing to apply in case that was not adhered to, so that they knew that we meant business; and then I softened it by saying—and here I would like the effects to be known to all of them. It is well that others should know, and that would deter the first one. But we ended with the paragraph to the effect that it was of course our assumption that all Lawrence men would be in agreement with this because of obvious educational and cultural and fraternal reasons, and we expected it to be observed; that these rules were being so implemented simply for the record.

We have had no trouble whatsoever, no sign of trouble, and if any fraternity will be inclined to break that request on our part, the fact that the other four or five would use it in rushing next year, would probably keep them from doing it.

CHAIRMAN BURSLEY: Now let's get to this point that Fred Turner brought up, the question of more chapters or larger chapters, whether you feel that there is a need for more chapters or larger chapters—one or the other, or both. I would like to hear some discussion of that point. Does anybody have any ideas on that subject?

DEAN BEATY: I would like to ask a question. When is a chapter too big?

MR. DUERR: Berle, of President Roosevelt fame, once wrote an article on "When is a Corporation Too Big?" and he answered it by saying, "When it exceeds the moral grasp of the directors." I think that is the answer to your question. The moment a chapter is too large for a small group of undergraduates to exercise moral control, that chapter ceases to be useful to you. If you asked me to be specific, I should say the ideal chapter would have 35 members. I should lament ever getting over 40. If you could keep your chapters down to 35 and 40, you could make them moral forces in the student life of your campus.

To try to answer the other question, building a fraternity is as slow a process as building a great university. Its great value is tradition, and the coherence of a large group of men who have gone on from year to year and college generation to college generation. The same objection to having a large chapter applies to large national fraternities. I am not going to try to tell you what the ideal size of a national fraternity is, but the answer to your question is certainly not to get the 60 national fraternities that exist at the present time, to double the number of their chapters. To establish new fraternities in any great number, would emasculate your fraternity system on the campus. Your great problems of finance and organization and the unwillingness of men to join new ventures that involve a great deal of expense, militate against the idea.

And finally—this is not said in the spirit of snobbishness at all—if you spread the fraternity idea too thin on the campus, you bring into it a great many men who are not interested basically in close association with a group of intimate friends; and there again, the fraternity ceases to be a moral force.

The fraternity at the present time is not nearly a great enough force on the campus, and I think we must be very careful not to do anything that will weaken it. Our whole purpose is to strengthen it. I think the ideal solution is the solution that colleges like Williams have put into effect and Amhurst is planning to put into effect: organize the men who do not really want to belong to a fraternity on the basis of reasonably large social groups where they can enjoy the superficial advantages and not have to enter into the more intimate fraternity life in which they are really not seriously interested.

CHAIRMAN BURSLEY: Thank you, Mr. Duerr. Does anyone else have any questions?

SECRETARY-TREASURER TURNER: Mr. Chairman, I think I agree with everything Alvan has said, but I don't think that meets the situation that confronts people like myself. On my campus we have 56 fraternities. Twenty of the houses are still occupied by girls. Next fall they will go back to their members. We have the

houses that are in their own residences at present time simply bulging, as you might expect them to be, because the veterans are coming back. There is one house on the campus that says if they get all the men who have said they want to come back next fall, they will have 125 men, and it is one of the best houses we have. So, the big chapter certainly is a problem before us, with no solution. We are beginning to get again on my campus, the petitions from the small national organizations that went out of business, four, five, six and ten years ago, some of them owing debts that they couldn't pay. Now they are coming along saying, "We will clean up the debts and reorganize the fraternities." There is lots of room for fraternities. I agree with what you say, but I don't think it answers the question. What are we going to do about it?

MR. DUERR: I think during the next three or four years, you are up against it. You are not going to solve your problem in any way that will be perfectly satisfactory.

SECRETARY-TREASURER TURNER: In other words, there isn't any answer at the present time.

DEAN DuSHANE: Doesn't it take four or five years to get a new chapter?

MR. DUERR: Ten or fifteen.

CHAIRMAN BURSLEY: Any other questions?

DEAN GEORGE SMALL (University of Tulsa): I come from a small university where we have four fraternities that are strong nationally and have been satisfied to have 35 or 40 members and tried to keep them down to 35 or 40 members. Now they come along under the pressure of many veterans, to the point where the fraternities themselves are worried because they have too many members. They are becoming so unwieldy that they can't handle them. Their answer seems to be, "Can't we organize new fraternities to take their place?" So far we have found very little help from national fraternities to organize those. They do not feel their national organizations in some instances are strong enough to take on the problem of reorganization when they have the problem of reactivating a lot of fraternities on different campuses. So I feel we are facing a real problem, and feel that a lot of schools like my own do need the help of the National Interfraternity Council in helping organize additional fraternities to take care of men who may come in, good men who want to come into fraternity life. I wonder what the reaction of Mr. Jacobs is on that point. Are we going to get the help we need in organizing new fraternities on the college campuses?

MR. JACOBS: Our problem is identical with your problem. You are working under strained conditions today, and you are trying to do the best you can to carry the highest load you have ever carried in your existence. We have to do the same thing. Just let's see what happened after the last war, because we ought to profit by

the experience of the past. Am I correct, Dean Bursley, that after the last war, you put in 25 new chapters on your campus?

CHAIRMAN BURSLEY: At least that.

MR. JACOBS: And 24 of them died later?

CHAIRMAN BURSLEY: Yes.

MR. JACOBS: Let's see what we want to do. We have made mistakes. After the last war when there was an influx of students on the various campuses, we started organizing new chapters. Then the National Interfraternity Conference took the lead in organizing some new nationals; two that I know of, organized under the auspices of the National Interfraternity Conference. They both disappeared and have been absorbed by other fraternities.

The next thing I am going to say is my own personal view and not that of the National Interfraternity Conference. I am a firm believer in less national fraternities, but better national fraternities, better from the standpoint that they can serve the undergraduate better. That is what the fraternity is for. Now, Alvan and I disagree on chapter size at the present time. I agree with Dean Turner. You have to absorb more men for the sake of the institution, for the sake of the fraternity system. We will have the swollen enrollments for at least four or five years, just as you will, but if you are convinced that the enrollment on your campus is going to be constant, and you have given the opportunity for your old chapters to reactivate, then you have the right to seek new chapters on your campus. That is up to you.

The Conference has taken that attitude, that first you ought to let your old chapters reactivate. Then if there is sufficient room on your campus for new fraternities, organize them.

Now, I think you ought to have something to say about the organization. I think you ought to have the right to determine who is coming onto your campus, and you ought to say that those national fraternities should come to your campus which have a proven record of accomplishment for their undergraduates, have financial stability, have standing for something worthwhile. If you don't do that, and if you permit every Tom, Dick and Harry to come on your campus, you are bound to be faced with stray Greeks when the enrollment returns to normal, if it ever does, and that is a sad commentary for a man who has joined the fraternity hoping to have a permanent connection on the campus as an alumnus, to find that his chapter disappeared off the face of the earth. I happen to be that kind of an orphan. My own chapter disappeared at the University of Maine. I feel it a great deal, and I am doing all I can to see that that chapter will be revived now.

But if you feel that your enrollment is going to remain high, and that the present chapters are in good condition, then you have the right to seek more chapters.

Now, you ask what the Conference will do about it. I will tell you what we have done. At the last meeting, we received a letter from the University of Oklahoma Interfraternity Council, signed by all the fraternities on that campus, asking us to publicize the fact that Oklahoma was ready for more national fraternities, and we are publicizing that fact. We are telling our member fraternities not represented at Oklahoma, that Oklahoma is a good field for development. As other schools come to our attention like the University of Connecticut which is growing very rapidly, we tell member fraternities that this is a school which deserves more national fraternities. Dr. Jorgenson wants them to come on that campus. And there are other instances.

Take Bowling Green, which has opened as a fraternity school. The President of Bowling Green is asking certain fraternities to come to that campus. They are planning a good fraternity set-up there. The Conference will help you in every way possible. But we want you to make sure in your own mind that you are not going to have what happened at Michigan. There were at least 25 new chapters after World War I. When World War II came along, 24 of those 25 had disappeared.

DEAN FIELD: May I suggest a solution for this situation—a probationary period of organization of a club, requiring them to maintain themselves with 25 or 20 members, whatever you please, for a period of years, before they are even allowed to petition a national. That will avoid a lot of that deadwood.

CHAIRMAN BURSLEY: I was going to make that same suggestion.

DEAN SMALL: I am worried about that point. I think you have a different situation than you had at the last war. You have a lot of new fraternities being organized for veterans over the country. They are being very active because they want to get as many members as they can. I think they are likely to be the fly-by-night group, but veterans are not likely to know that. Veterans have to be protected against that particular type of thing. Yet in the face of a certain need we have, the old standard fraternities that we would rather have and you would rather see, are moving pretty slowly in the face of these new fraternities that are coming in. I will say to you that I think if the older fraternities do not activate sooner, and do not get the help that is needed on some college campuses, you will have organized a lot of new college fraternities that will be nothing but fly-by-night groups that veterans will join. I have heard that there are 31 new fraternities being considered now, that are organized on local campuses, and are trying to find some national affiliation.

CHAIRMAN BURSLEY: Well, I would say that your safety lies in letting your groups organize, as Dean Field suggested, as local groups, and after they have functioned for a year at least, make sure that they are substantial, that they are groups that you

would like to have represent you, then let them become affiliated with a national.

I should certainly not approve of their affiliation with any national that is not a member of the National Interfraternity Conference, because if it does not belong, it is a fly-by-night organization. There are 60 members of the National Interfraternity Conference at the present time—56 senior members and four junior members. Those junior members are serving an apprenticeship. After they have served that apprenticeship, they may become senior members.

I think that any group of young men would be very foolish to become affiliated with any organization that was not included in that 60, and I think that you deans would not be doing your duty if you allowed these boys to become affiliated with one of those fly-by-night groups that may come in today, take their money and be gone tomorrow.

But let your organization start functioning. Have several local groups if you want. Then afterwards, by the end of the year, you will know about them. In the meantime, you can look into these national organizations that are trying to affiliate these groups.

SECRETARY-TREASURER TURNER: Mr. Chairman, this discussion has been taking the trend that this is a temporary situation. This meeting to which I have referred two or three times, which we attended last week in Chicago, held out straight through, that we might just as well forget the idea that this is a bulge, that by next fall we are going to have fifty per cent more students than we have ever had in the colleges and universities in the United States, and after that, there will be a constant, steady increase to 1950, at which time we will level off at about 100 per cent increase over pre-war registration, and that bulge is going to stay.

That will affect our fraternities. We may as well take seriously what these men said who spoke last week, that this is no bulge. They cited various population trends and popularity of education and so on. When they added the figures all up, they came to the conclusion that this is no bulge. It is permanent.

CHAIRMAN BURSLEY: Even if that is true, it is well to avoid becoming affiliated with one of these groups that hasn't been organized long enough to become stable.

SECRETARY-TREASURER TURNER: The boys say, "We want to join organizations; we want to form organizations." So I don't think it is going to solve the problem.

DEAN B. C. DALY (University of Wyoming): Does not the necessity of being accepted by the local Interfraternity Council protect institutions from the so-called fly-by-night fraternity? At our college, a fraternity that wishes to take the local and organize on our campus, must be admitted by a two-thirds vote of the Inter-

fraternity Council. The local must have been in operation for a year, with an excellent record, and must have maintained at least 15 members. But it has to be voted on.

CHAIRMAN BURSLEY: Does any national that wants to come in there have to be approved?

DEAN DALY: Yes, and the Council is very jealous, I believe, of the character of new fraternities. They want only good ones.

DEAN AL PIRNAT (University of Denver): We had a different situation. I made a survey about two weeks ago of the stray Greeks on our campus, and found there were something like 18 or 19 National organizations represented in this stray Greek group that we did not have on our campus. One of them, Sigma Chi, ran as high as 36, and a Sigma Nu ran 23. Now, it seems to me that those two groups are about ready to come in, and they are about ready for colonizing on our campus. I think if we made these surveys of the boys coming in, not having in mind transfers from other colleges, you might find on your campuses quite a number of people in fraternities that could come in and colonize good, strong, substantial fraternities.

I have two questions. One, that I tried last year, was on delayed pledges, as I called it. By that I mean running through a regular program the first week or two of school, and assign nights to different fraternities, give each youngster coming into school an opportunity to see more than one fraternity, or an opportunity of being rushed at least by more than one fraternity. That might take out the possibility of lead-piping, which sometimes goes on. A youngster pledges a fraternity and finds out that that isn't the group of men he wants to be with. That entails the breaking of pledges and so on. I might ask if anyone has a scheme of that kind. You might be assigned for two nights to two different organizations, and then have a week before formal pledging can be done.

The other question that I had in mind was I wondered if anyone was planning or contemplating putting into their fraternity system a purchasing manager or purchasing agent, who would be in charge of all buying for all fraternities. I wonder if someone has that plan in operation at the present time, and whether you think it is a good one and worth working on?

CHAIRMAN BURSLEY: It has been suggested that those two points that were just brought up cover such a large amount of territory that it might be a good plan if they were brought up again at the sectional meetings tonight, because each one of those would take a lot of discussion. There are so many different plans that have been adopted by one school or another, and perhaps it could get more satisfactory answers by bringing them up if you will, at the sectional meeting.

I will now turn the meeting back to the Chairman.

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: I want to thank these gentlemen again, Mr. Jacobs and Dean Bursley, for their part in guiding and directing this discussion on fraternities this afternoon.

We have one question, I believe, that Fred Turner wants to read to you in connection with the sectional meetings.

SECRETARY-TREASURER TURNER: Earl, this question comes up from John Moseley, a former member of the Association. He says: "Please convey to the Deans and Advisers assembled at the Purdue Conference my best regards and best wishes.

"I would appreciate it very much if at one of your sessions you would consider the matter of payment to students of salaries from funds collected by the educational institution at the time of enrollment for the purposes of athletics and student activities. It has come to a point where honorary jobs are not honorary any longer and everybody wants a weekly or monthly salary or a bonus for everything done around the campus. This can become a racket if it has not already done so. Don't you think the Association would do well to sound a note of warning on this subject? Funds are more plentiful with the return of G. I.'s and skillful manipulators are more plentiful, too. What do you think about this for a live topic?"

I think what John is getting at is the question which is coming up more and more—the matter of paying students for participation in student activities. That might make a good question to discuss at sectional meetings tonight.

FRIDAY MORNING SESSION

April 19, 1946

The Conference reconvened at nine-ten o'clock, President Miller presiding.

PRESIDENT MILLER: Without any further preliminaries we will start the program of the morning.

Our subject this morning is the very important and very difficult problem of "Post-War Student Housing." I am sure that you all have an interest in this topic, and you will all be anxious to get suggestions, and you will probably have some suggestions to contribute during the period of discussion. We have decided that it would be best to have a short period of discussion after each of the special papers are presented, and then if we have a longer period left at the end, we can devote all of it to the discussion of any phase of the problem that has come up during the morning.

The first speaker on our program this morning, Mr. Earl Thompson, is Director of Student Housing at the University of Illinois. Fred tells me that he has been engaged in that work for seven or eight years at Illinois, and was in the same work before going to Illinois. So he surely qualifies, by virtue of his long experience, to speak to us on this topic of student housing. Mr. Thompson. (Applause)

MR. S. EARL THOMPSON (Director of Student Housing, University of Illinois): Mr. Chairman, Deans and Advisers of Men:

Why is student housing a function of colleges and universities? First of all, because of the tremendous demand which has not been met by any other agency. The present situation is not new. In 1262 at Bologna, the faculties were lecturing to 10,000 students—twice as many students as there were people living in the local town. In 1257, there were 30,000 students enrolled at the University of Paris. There were more students than townspeople. And so it has been down through the ages. Any time that a group of learned men band together for the purpose of imparting knowledge, the youth of that age gather about them, sometimes in numbers which create very difficult problems in the field of housing.

Housing in most colleges and universities is provided through student organizations such as fraternities, cooperative housing units, which are the great-grandchildren of the medieval Socii. Student housing is provided by local townspeople, and they are about the same now as they were back in the medieval ages, and have been ever since.

Housing is provided by religious and endowed organizations, operating with the altruistic motive uppermost, comparable to the early hostel which Rashdall says were "charitable institutions for poor boys."

And last but not least, housing facilities are provided by the institutions which draw unto them students; and most institutions have entered the field of student housing only because they have been forced to, through the inadequacies of other sources of supply.

There is a second and more important reason why student housing is a proper function of colleges and universities, and that is because it is potentially a source of educational experience of great practical value. John Dewey has said, "Education is not preparation for life—it is living."

Our ideas concerning the educational values in student housing have just about completed a cycle since the 13th Century, when the endowed halls of Oxford and Cambridge came to be known as colleges, and were operated as residential-instructional units. The residential-instructional is hyphenated. They are a combination of the two things. The student did not go to learn in the classroom. He stayed to learn in the living room. He not only sat at the feet of the learned during a class period; he ate with the learned and lived with them, and had social intercourse with them.

The first college building constructed in America was Harvard Hall, which was built in 1639. By that time, the English idea of the residential college had been transplanted to this Continent. Then, after the thing had been pretty well developed and Oxford and Cambridge were operating as residential colleges, and the idea had been carried over into this country, there came a swing in the other direction. The continental college disclaimed the responsibility for student housing and for any function outside of the actual business of classroom and laboratory teaching, and that attitude grew very largely out of three things: The influence of the Reformation and Revolution, after Martin Luther had tacked his thesis to the door; the idea of Monasteries and of Monkish procedures was very much frowned upon, and any idea of pulling people together and having them live as a unit was in disfavor. There was also the influence of the Encyclopedists who believed that the sole function of educational institutions was to teach in the narrow academic sense of the term.

The early American professor or clergyman became a teacher and watchdog as well. He became, for all practical purposes, the natural enemy of the student with whom he lived, as was evidenced by the burning of Nassau Hall in Princeton in 1802, by the Bread and Butter Rebellion at Yale in 1828.

We did not have the good sense, as our English predecessors had had the good sense, to separate proctoring and instructional functions.

The influence of the German educational philosophy continued during the last half of the 19th Century, as is evidenced by comment made by President Tappan of the University of Michigan in 1852, when he said, and I quote: "The dormitory system is objectionable in itself. By withdrawing young men from the influence of domestic

circles, and separating them from the community, they are often led to contract evil habits, and are prone to fall into disorderly conduct. It is a mere remnant of the monkish cloisters of the Middle Ages, still retained in England, but banished from the Universities of Germany."

By the latter part of the 19th Century, we had reached the low point in housing as a function of universities and colleges. But there was a revival of interest in student housing, which may be marked by the beginning of the University of Chicago; for in 1893, William Rainey Harper started a building program in Chicago, and 57.3 per cent of the total cubature built in the early history of that university was devoted to dormitories.

In 1907, Woodrow Wilson proposed a Quadrangle plan at Princeton, and in 1909, President Lowell of Harvard, makes the following comment: "Man is by nature a social animal; and it is in order to develop his powers as a social being that American Colleges exist. The object of the undergraduate department is not to produce hermits, each imprisoned in the cell of his own intellectual pursuits but men fitted to take their place in the community and live in contact with their fellow men."

And this, I think, sets the tone for those of us who have worked in the field of student housing since the turn of the Century.

There was also a marked influence in the field of student housing which came from the women's colleges. Mount Holyoke, Wellesley, Vassar, Smith—all founded early in the 20th Century—provided housing for the entire student body. At that time we had the popular misconception that a woman was a rather delicate organism that had to be nurtured and cared for, and that she couldn't live as men had been living, but had to be protected and sheltered in university-owned facilities.

Also, your sister institution, the Deans of Women, organized in 1902, had spent a great deal of time talking about the business of student housing. All of that led to a revival of interest, and to an emphasis upon the problem.

During the past 15 years, throughout the nation there has been a developing interest in the establishment of supervisory functions in housing units which are off-campus, which are not university owned. The development of housing standards, the practice of inspecting and improving housing facilities, the business of keeping students out of places which are obviously bad for them—that same development has been noted in the progress of such organizations as extramural activities, intramural sports, in the building of edifices such as this, union buildings, the business of developing student interest, and of training the student in fields outside of classroom procedure.

Today, colleges and universities in the United States are prepared to spend at least a billion dollars on university-owned housing

facilities, as soon as they can get permission to build them, and can get the material and labor with which to build them, and we are now spending annually, as much on housing supervision and improvement as was spent during the ten-year period from 1910 to 1920.

Now, you may ask, how may the housing program actually contribute to the realization of educational objectives? What is the objective of education? What do we seek to do? There are many definitions. Will you accept this one? We are trying to develop the ability to live a personally satisfying and socially acceptable life. Is that the purpose of education? If it is, how may the student and how may we help the student to attain that objective? Well, there are long lists of functions of a student personnel program. There are long lists of objectives which implement this overall objective, but let's consider five.

First, mental and physical health—the business of space, of lighting, of nourishing, the business of providing a place for students to live which will give a sense of physical and mental well-being which comes with the clean, comfortable, cheery place to live. And don't think that that is all physical. It has a great bearing upon mental attitudes.

Second, we have to have an educational adjustment, which is a great problem for the average student. How much does the average professor know about his student? Those of you who do academic teaching, don't you make up a seating chart, and sort of check people off by space? Maybe you try to learn their names. But the chances are you don't have time to know very much about them.

As compared to that, how much does the man's housemate know about him? Go back into that dim and distant past when you were students. Think about the people who knew you best. Where were they? They weren't on the teaching platform, I will wager. Wasn't it Joe or Henry or Bill, who was your roommate or who lived across the hall? What if you had had an older Joe who lived in the house who was your friend, who was ready, and willing and able, to help you, a man whom you respected, a fellow to whom you would go for direction and help? Maybe he didn't know the answer to every question, but he knew where to send you to get the answer. You see what I mean?

A student has to have personality development and social adaptation if he is going to attain this overall objective of which we are speaking. Where are most personal contacts made? Not in the laboratory, not in the classroom. Where do you get to know people the best?

Take a dozen or two dozen fellows; put them in a house together, and shake them around. See if some of the rough edges don't come off. They may not acquire the fine gloss and polish of the finished gentleman, but I assure you that some of the rough edges will be gone. These people are going to have to have vocational direction. Don't misunderstand me. I don't expect the educational

representative of the university who lives with these men, to be able to give them aptitude tests, to interpret those tests. I expect him to know where the men can go to get that kind of help, and see to it that they do get it if they need it. I expect him to be able to tell them that they needn't get too excited if they rank highest as an insurance salesman, when they are training to be an electrical engineer. I expect them to know that much.

Who can tell best what a man's capabilities are? I think people who live with him.

And last, we must seek to develop ethically sound standards of conduct, and I do not use the word "moral" in that connection, because I do not want the reverse implied—that people who are not moral are immoral. It is much nicer to say that people who are not ethical are—what? Well, they are not immoral anyway.

Do we leave this kind of business to churches and foundations? Do we try to teach through example and through leadership in the group, the things which are going to make it possible for young men and women to live in peace with their fellow men? Can it be learned by the administration of broken doses or should it be poured on gradually but steadily?

We have been forced into the housing business, both supervisory and operative. Why not make use of the tool which lies in our hand? Why not develop a program which is educationally sound? If we aren't willing to develop such a program, let's get out of the business. (Applause)

PRESIDENT MILLER: Dean Wray Congdon of Lehigh University, will take charge of the discussion. As I said, we will have a short period of discussion after each of the talks, and then a longer period at the end, if we have time. Dean Congdon.

. . . Dean Wray Congdon assumed the Chair. . . .

CHAIRMAN CONGDON: Who has the first question they would like to present to our speaker at this time? He has opened up to us a background of the development of our housing problems, the situation where now, through housing, we try to carry on much of our counseling and advisement procedures. Are we doing that in our own local programs? Do we find difficulties in reaching some of these ideals and objectives? Aren't there experiences we want to exchange at this time?

PRESIDENT MILLER: Mr. Chairman, I have heard through the newspapers, a good deal of publicity that has gotten all the way out to Los Angeles about some rather extensive, specific student housing projects down at the University of Illinois. I wonder if Mr. Thompson wouldn't give us a little idea of just what they have done in that respect?

MR. THOMPSON: Like most other large schools, the University of Illinois has been faced with the necessity of providing housing

facilities which are no longer available in the local communities, which are necessary if we are going to meet the demands of any large percentage of the people who want to come to school.

In an effort to do that, we have done three things and expect to do two more. We have secured on a contract from Federal Public Housing Authority, 275 temporary shelter-type houses. These are sectional type houses, prefabricated houses. The one bedroom unit is 13 feet wide and 25 feet long. The two bedroom unit is 33 feet long and 13 feet wide. We moved them from Charlestown, Indiana, on trucks. We picked them up bodily and set them on trailers and hauled them down there and set them off with a crane. They are now occupied by veterans. 85 per cent of the occupants have at least one child. Some of them have as many as three. We have applied for reimbursement on the project under Title V of the Lanham Act. That has not yet been approved.

Number 2: We opened one of our gymnasiums as a housing unit for 300 men. We were able to provide a study hall with a seating capacity of about 75 per cent of the men, and a fairly adequate lounge. Oddly enough, the fellows like it. They resent very much any implication that it is substandard or that it is something which is to be shunned. They have a very strong student organization. They raise the funds for their activities through various concessions, vending machines, sandwiches, cleaning, what have you. They have an income of about \$100.00 a month from that source. They are very happy there. I saw three of them walk up to the desk the other morning when I was over there. It was ten minutes until eleven. One fellow walked up alone and two more came just behind him, and one of those who came behind, said to him, "Joe, you haven't made your bed yet." They make their own. He said, "Yes, I know it, but I have got to get to class. I will make it when I come back." He said, "No you won't. You come on in. I will help you make it before you go." They went back in and made the bed.

They had a tea dance—pushed all the furniture in the study hall back against the wall and invited some of the young ladies over at the women's residence hall to see what they were doing, for the express purpose of showing them that it wasn't such a rough outfit over there after all.

The third thing which we did was to get permission through the Army Air Force and Federal Public Housing, to use a section of Chanute Field barracks, which are located at Rantoul, 14 miles from the campus. Our timing on that was rather bad. We had been forced to close enrollment for two weeks, and then just about two weeks before school opened for the second semester, we got permission to go in there and reopen enrollment. There were no food service facilities available at the field, and we had only about 100 men move up there.

After they had been there a little over a month, the remnant of our ASTR Program washed up and we were able to move them back to the campus. I don't know that I can recommend the typical frame

army barracks as a very good solution to the housing problem. I understand at the University of Wisconsin, they have gone into Truax Field with a lot more satisfactory results, but they have better buildings there, of a more permanent nature, which lend themselves, due to their location, to a much more favorable solution to the problem.

Those are the things which we have done. We plan to do two additional things. Federal Public Housing Authority has notified us that an additional 310 dwelling units have been assigned for the use of the University, and those will be moved in under this Title V Section of the Lanham Act. We have also had assigned one dormitory for 61 men. We hope to have all those ready for occupancy by the coming fall.

In addition to that, we expect to convert two more university buildings to barracks type housing units similar to this gymnasium which I talked to you about as the first item in our program.

That, essentially, is what we have done, and what we plan to do in the near future. Do you want more details on this business, or is that enough?

PRESIDENT MILLER: About how many will that overall take care of in those five units?

MR. THOMPSON: 310 families in the additional units, 61 in the dormitory, and two temporary housing units will take care of about 800. That will be 861 single men and 310 families.

DEAN W. C. HARPER (University of Nebraska): What do you do for clothes and lockers in the gym?

MR. THOMPSON: We bought steel golf lockers. They are 24 by 36 inches by 78 inches. They are divided into two sections—hanging space, 18 by 24 inches, shelf space, with six shelves up and down, also 18 by 24 inches. The student keeps all of his clothing and personal effects, including books, in this locker. He has a mirror on the inside of one of the doors and a small towel rack. It costs \$35.00.

SECRETARY-TREASURER TURNER: This is all fine from the physical angle, but let's get at this whole thing from the standpoint of the educational aspects involved. That is the thing I think we are likely to be more interested in even than the physical angle on it—study opportunities and counseling and so on.

DEAN BEATY: How do you supervise the gymnasium with two or three hundred men in there?

MR. THOMPSON: We have been fortunate in getting the men to supervise it themselves. 92 per cent of the men there are veterans. The President of the student organization is a medical student from Canada, who is a veteran. We have purposely tried from the beginning to get the men to control the situation through social pressure. Obviously it is impossible for any reasonable number of counselors

or staff members to try to keep a thing like that under control. You have to have the wholehearted cooperation of the great majority of the group. And they do it very effectively. We have said to them, essentially, "Fellows, this is the best that we can do for you, and the rate which you pay directly reflects our cost." In other words, we aren't making any money on the proposition. We have asked them to help make it a good place to live, and we have gotten a very favorable response.

So far as the educational program in these barracks at Chanute field was concerned, we had a resident manager there who was trained academically in German, and from the personnel point of view, had worked in that field for several years, and he had working under him, counselors at a ratio of one to each thirty residents. They had to set up a branch in the University, and they were 14 miles away. They answered a lot of problems and did a lot of things which we ordinarily wouldn't try to do in any counseling program.

CHAIRMAN CONGDON: It is difficult enough to reach some of these educational objectives under normal times. Under the present situation where we have the abnormal housing conditions for a large number of veterans, it is even more difficult. Perhaps there are others here who have had some experience along this line that they could share with us in the next minute or two or three that would be helpful.

I think that one of Joe Bursley's co-workers, Mr. Ferris, could tell us a little bit about Willow Village—some of the things he is doing out there in Michigan which are very interesting in trying to organize the men and contribute to some of these educational objectives.

MR. FERRIS: At Michigan, we have about 700 single veterans scattered in nine dormitories, and each one of these dormitories has a house director. We have them in single rooms and double rooms. The single rooms are paid for by the veteran at the rate of \$21.00 a month to the Federal Public Housing Authority. In double rooms we have two veterans to the room, and they pay \$15.00 a month. This has been going on since about the first of March.

We are very fortunate in being able to organize and have a cafeteria for them which we have a civilian running for us. The university turned the concession right over to him. But for the single ones, we also have an athletic director there who has a regular intramural program. We are having basketball games, and we are going to swing into baseball and softball in a short time.

We are getting the usual row because they are nine miles from the campus and they have to go on the bus back and forth, and it takes about thirty minutes each way. With the university furnishing the bus, it costs the veteran 8½ cents each way.

I have a meeting with the house directors every Friday evening to try to find out what is wrong with Willow Village. The first

evening we started at five o'clock and were still going at seven when I stopped them. The last meeting I had with them, we quit at five-thirty; so you can see we are getting ahead a little bit.

Then we have at Willow Village, about a thousand married couples living there in the Village. We have a very peculiar problem there, because there are about 3,000 married families living at Willow Village, of which only a third of them are University of Michigan students. We have our difficulties of course, with the Federal Public Housing Authorities, because they can't do anything special for the University of Michigan veterans that they cannot do for the other 2,000. But it is gradually straightening out.

The University thought that they would try to do something for the wives of these veterans, because it was conceivable that if they stayed there for four years and hubby went to school all day long, and they never did anything but raise babies and take care of a coal stove, at the end of four years, there would be a lot of divorces and what have you. So we have gone on the idea of trying to furnish some sort of a cultural background for the wives of veterans, and we divided Willow Village into 15 geographical units and appointed a temporary married chairman for each group—just picked them more or less out of a hat. We have had meetings with them to try to find out just exactly what they wanted, and what sort of a program they wanted for five days a week, and it might be interesting the five things they said they would like most to do.

On Monday, we have classes at two and eight o'clock at night on child care. That is going to be developed into child psychology. Right now it is telling them how to change their diapers.

On Tuesday, we are having book reviews or current events, sending a member of the extension division to tell them about that. On Wednesday, it is bridge games at eight o'clock at night and two o'clock in the afternoon. It gives them an opportunity to meet the other people. On Thursday, we are having home decorating and cooking. We have members of the faculty go out and teach them those things.

On Friday, we have another member of the extension division who is giving them courses on parliamentary rules or leadership, to teach mother so when hubby graduates four years later, she will know how to conduct a women's club meeting or head a Red Cross unit or be president of a church group.

In addition to that, on Saturdays and Sundays, we are having dances. The University bought a Victrola and we play records. Sunday night we are doing something which looks good at least for the first four or five weeks. We are getting moving pictures of the football games. We have been very careful to show pictures of the games Michigan won last year to start out. It is getting particularly the single ones. They are there Sunday night at seven-thirty, and it keeps them there instead of having them go to Detroit.

We have been getting attendance of around 200 on Sunday night. We hope next fall for instance, to show the pictures within a couple of weeks after the game.

CHAIRMAN CONGDON: Thank you, Mr. Ferris. If you keep the home folks contented, I am sure the student does a lot better work, so this work with the wives is very important too.

Is there anyone else who has a question or a comment? If not, I think that we want to thank Mr. Thompson and probably you want to move on to the next item on the program.

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: While Mr. Thompson was speaking of the welcome and the provisions made for the veterans down at the University of Illinois, I couldn't help but recall the fact that even though I am from way out there in Los Angeles, I am not quite so much of a foreigner as you might think.

I returned to the University of Illinois campus as a veteran, having been overseas for two years, in the First World War. I took my Doctor's Degree there in 1922, and taught a year on the campus. So talking about receiving the veterans back there took me back to the first year after the last war, when I found it quite difficult to get back into the harness again in school work.

That is the way the veterans are these days. But a lot of things have been done for the veterans this time that were overlooked at that time. We didn't have any G. I. Bill at that time. We went to work and earned the money ourselves to get through some additional education.

The next speaker we have on our program is from our host University—Dr. Robert Stewart, Vice-President and Controller of Purdue University—who is going to speak to us on the subject of "University Owned and Operated Housing Projects." Dr. Stewart. (Applause)

DR. ROBERT STEWART (Vice-President and Controller, Purdue University): Mr. Chairman and friends in the business of advising and looking after the affairs of men students: I did not prepare a formal paper to be presented to you this morning, thinking rather, that I would discuss with you some ideas I have developed in regard to university owned housing through a number of years, and if you don't mind, I will let you in on a little secret. A well prepared speech is a joy to listen to. To listen to someone read a paper is a bore. But to try to write a paper these days, between telephone calls in an office such as mine, is an impossibility, and I couldn't have written this if I had to do so.

The matter of housing today is the number two problem in higher education. The number one problem is the staffing of the institution. There is a shortage of personnel for us like there has never been in our history, and there is also a shortage of housing, as there has never been in our history.

This has been brought about by the fact that for a number of years, colleges also have been limited in their expansion programs, while a reservoir of students has been built up by the war effort, and the drawing off of our manpower to the Armed Services.

The return of students is accentuated by the Federal subsidy under the G. I. Bill, and the Veterans' Administration—and here I speak with some personal knowledge—will soon release information showing that the enrollment in September will be perhaps at least thirty per cent more than the highest pre-war peak enrollment for the entire educational plant in America.

When I refer to educational plant, of course, I am referring to the plant of the colleges and universities.

As we learned during the war, so we are learning at the present time that one of the most critical issues in the university itself is the matter of its housing facilities, for during the war years, only those institutions could participate fully in the training programs of the Armed Forces which were able to furnish residence facilities of one sort or another.

Furnishing residence facilities in American colleges and universities is not new. It is as old as the colleges themselves, although the earlier part of this century found very little attention being paid, particularly in the public institutions, in regard to providing housing. In fact, many of the public universities that had dormitory systems as a part of their initial organization and existence, had ceased to provide housing facilities on any scale by the time of World War I. However, thereafter, the institutions began slowly to recognize the obligation of providing some housing for men as well as for women. The public has not been too prompt to furnish tax funds for the construction of residence facilities, and it was necessary for the administrators of colleges and universities, publicly supported at least, to look to other means of finance than the usual public appropriation.

Early in 1920, therefore, some of the schools developed the technique of organizing separate corporations and going outside the school administration for legal authority to secure funds through public borrowing of one sort or another. Among the earliest of those, I think, is the Washington State College, although they are not necessarily unique, because the idea developed rather spontaneously over the country. But as a result of the experience of the last quarter century, I think we now have a well-defined policy, and a well-defined pattern whereby colleges and universities can furnish residence facilities if they will. And I for one, believe that they are not the least important of the facilities of the college or university; and as our populations increase and our social problems multiply, I am not sure but that a well-planned residence system in a university or college, is the most important problem, because in it will be translated into the lives of the students, the material which is given to them in the academic role.

Financing generally follows two or three patterns. The college generally tries to secure an initial gift, or some initial contribution, so that the amount of indebtedness on the unit is not for 100 per cent. Some of us have pioneered to the extent that we are now willing to undertake 100 per cent of the financing of new residence halls with borrowed money, and this university is now engaged in erecting 200 apartments for married students, with a 100 per cent outstanding bond issue. We are slowly going bankrupt as long as the Federal Government and the other regulatory agencies keep us from getting the materials, and as long as the skilled crafts, particularly masons, refuse to work for less than several dollars an hour.

All we have to do is wait long enough, and we will be bankrupt, because those units are supposed to be occupied and producing revenue today. I am getting grey-haired worrying about the arrival of the time I promised to make the first payment on the retirement of the principal, because every month I am delayed, I am going to be just that many thousand dollars short of meeting that initial obligation.

But while the original efforts pretty largely developed the idea that we had to subsidize residence halls, I am not so sure there is any need for subsidizing them. There are plenty of ways and means for students who really want an education, to find enough money to pay for their keep, so to speak, and under these days of course, they are being given enough money by the Federal Government to pay for their keep in most instances; and I see no reason why we should pamper the population or the students in giving to them superior residence facilities, superior board and room, without letting them pay at least that much of the cost.

We have for 300 years recognized the validity of subsidizing the instructional cost, and since the public, through gifts to endowment funds or through taxation, support the teaching side of the enterprise, it seems to me that the citizens themselves should look after their own housing.

There is a further reason why I do not believe too much in subsidizing housing, unless we are prepared to house everyone and everyone has a right to it. Everyone has equal access to our classrooms and instructional program, every one of our students has access to whatever other students in a given curriculum may have, but we do not hold out that degree of completeness in housing the students. And here again I want to emphasize that I don't think we should. There are college administrators, particularly deans of men and deans of women, who often think that the school should house everyone, and tell them all just how to live. I happen to be one of those who still has—so I call it—individuality. It is probably just Scotch stubbornness; and I like to have the chance to practice some degree of self-expression in determining some of the things about how I shall live; and I feel it is our duty to give our students choices in the facilities in which they will live.

I will discuss that philosophy a little bit later. Let me stick to financing at the present time.

If we do not require subsidies—and I am not one to say that if you can have them you shouldn't get them, because I think you should—the least amount of money you have to borrow, the freer you are in running your program, and the freer you are, the better program you can run. But when you borrow money, you borrow it on apparently two accepted bases: One, a strictly revenue bond, the other a mortgage bond, or a combination of the two. A good many states have constitutional or other limitations restricting or prohibiting indebtedness on the part of the state or state institutions. This state is one of those, and we have a constitutional limitation so that neither the state nor its institutions can go in debt.

We therefore asked the state legislature to adopt a special law authorizing the trustees of the university in their corporate capacity, to exercise the power of eminent domain, if necessary, to secure land, and to erect dormitories. To secure the funds therefore, we may pledge the property so acquired, and the income therefrom. But such pledge may not be a lien on any other fund of the university or of the State of Indiana. Under this law, passed in 1927, we have proceeded to develop a residence hall system that now comprises about three and one-half or four million dollars worth of modern buildings, and just yesterday, the trustees activated the beginning of another five to six or seven million dollar program, which will give us ten to twelve million dollars worth of residence facilities at the university, we hope by 1950.

Those will all be finished under those laws authorizing us to borrow money, and our pledge is the property itself, the net income therefrom, and that the university will adopt such rules and regulations as will produce such net revenue.

We have the permissive authority to furnish light, heat, power and water, from a central power plant, if the buildings are connected to a central power plant. Although we have that permission, we have never subsidized our residence halls, even to the extent of furnishing light, heat and power from that plant. The residence halls pay 100 per cent of their operating cost, including their supervision, the counseling staff and others in the hall.

I think you should keep in mind the fact that before the war there had been built in the public universities—I don't know the extent to which the private colleges had gone into the financing game—residence halls with upwards of 125 to 150 million dollars of borrowed funds to pay for them.

I know of no case of default. There have been cases where institutions have had to do some inter-company borrowing, shall I say; and where separate mortgages have been refinanced into consolidated mortgages to take advantage of total income of the units, but I do not know of any case of outright default. As a result, the schools and colleges are able to borrow money today at a very low rate of

interest. We are borrowing money for apartment dormitories at the rate of $1\frac{3}{4}$ per cent over a period of 26 years, and if you think you can retire on that kind of an investment please be ready to save more than your salaries as deans of men.

We think today that we would have to pay $1\frac{3}{4}$ per cent for a similar loan, and a recent loan at the University of Colorado was sold on a long-time basis for 2 per cent. That gives you an indication of how good the credit of your institutions is; and it seems to me when your credit is so good, and money is so cheap, we ought to be taking advantage of every opportunity to multiply the facilities with which we work.

In planning the residence halls, I think you must give fundamental consideration to two or three things. I think you must consider them in relationship to the purpose. They are not classrooms. They are homes. They are residences. We do not use the word dormitories at Purdue University. We studiously avoid the use of the word dormitory. We do have residence halls, fraternities, sororities, coop houses, and while some of them are operated with dormitories, in the sense that dormitories are places to sleep, we do not use the word in describing the total units.

If you have the area and can plan the development, if you fail to place your residence halls at a strategic relationship to the recreational facilities of your institutions you have overlooked a prime bet in management.

You may not always be able to do that, because you may not have the geographical area, or you may not be able, even if you have the geographical area, to set the halls for one reason or another, in close relationship to the recreational facilities. We have planned our men's halls so that they sit at the foot of the stadium, across the street from the gymnasium and field house, with the swimming pool and those facilities available, and at the other side of the quadrangle, our University golf course and on the other side of the halls, the intramural playfield. At the opposite end of that field are the women's halls, and they too have their outdoor tennis courts and playfields adjacent to where they live.

In figuring some new units involving less cost per capita, we have drastically changed our architectural scheme, and had originally decided to place halls for men and women in relatively new locations. But although the Board of Trustees approved the new locations, after the staff got to work on the final plans and the complete operation of the halls, we moved the halls around, and set them back again into relationship with the recreational facilities I have just mentioned.

While the new, modernistic halls for men will not be adjacent to the present residence halls, none the less, they will be equally close to the recreational facilities. And while the new, modern residence halls for women will not be quite as close to the campus as the

present halls, they will perhaps be even more favorably located from the point of view of recreation.

I place recreation above the classroom as the first consideration in geography, because if you do not give your students a wholesome opportunity to use up their physical energies, they will use up those energies instead, inside the halls, or in the unsatisfactory manners,—and you know what I mean! I am for letting them get out and blow off steam and work off their energies the way God intended them to, and in a perfectly wholesome environment, so they don't have energy to waste when they are inside the buildings.

Of course you don't want to get them too far from your classrooms and laboratories, but we are cursed today with the fact that all students want to live next door to the classroom and laboratory. They are as bad as the faculty. The faculty insists that a classroom further than one door away from their office is an impossible classroom, with the result that our college classrooms were used prior to the war, at about 40 per cent of capacity. I think the next year or two, our faculties will be weaned away from that idea, and maybe we can approach a 75 or 80 per cent density in the use of classroom facilities.

But nonetheless, we have to keep in mind that the relationship of the residence units should be as favorable as possible, in relationship to classrooms and laboratories; but as between the two, I would choose relationship to the recreational facilities, and that that is agreed to by certain members of our staff and trustees at least, is evidenced by the action yesterday in changing the location of our new hall for women.

Now, when you come to the inside of your planning or the architectural treatment of the building, there are places of course, where you just cannot break with tradition. But I am rather sympathetic with the architectural wail in a recent issue of the "Architectural Forum," when they pointed out that although there is nothing consistent in the planning of college buildings, the urge is always to make something for use today but in accordance with the design of 2,000 years ago or thereabouts. In terms of modern types of production, some of those older styles of architecture are very expensive, and while they are very beautiful and very nice to observe, if you are going to have them pay their way, you cannot pay or give all your attention to architecture. We think we have as nice residence halls as any school in the country, and as efficiently designed. They are very pleasing English-type buildings. When we realized how much building costs had increased after the war, I told our architect that I thought we would probably have to back clear up to the beginning, and completely revamp our ideas about the standards of what we could furnish for a given amount of money.

Our original women's residence halls cost us a total of about \$2500 per capita when we built them. Now, those same units we estimate will cost \$4500 per capita, and you cannot finance on any sensible

basis, residence halls at \$4500 per capita. Whether setting up standards which could not be met in the private lives of 99-44/100 per cent of our population is good educational practice or not, is at least open to debate.

We therefore studied the matter from the standpoint of the room arrangement, as to whether or not we could put more students in a room and give them less per capita square footage. We have followed the plan at our different levels, of having essentially the same area and equipment for every student in the hall, with every student paying the same price per term. We debated the device of taking three single rooms, as laid out at present, and putting four beds in the middle room, making it a bedroom for four, and then putting two students in study rooms on each side, thereby putting four people where we housed three before, and in that plan, gaining 25 per cent in the space, which would be a thousand dollars per occupant, based on our cost.

At the present time, our best thinking doesn't accept that, but contemplates a larger room than the old single rooms, with the use of a double-deck bed a necessary part of the plan. We simply cannot get the square footage and the cubage necessary if we are going to have single beds, separate single beds, in a single room. But by going to double-deck beds, which after all aren't going to injure anybody too much, we can get the cost of our buildings down now to about \$2200 per capita, and that is pre-war cost on the average, at Purdue University. But these will be modern type buildings. There will be no attic, there will be no waste space. Social space will be at a minimum, and so on. The students will not have quite the degree of privacy and luxury that they now have, but they will all continue to have exactly the same equipment and the same floor area as every other student.

There are unlimited room arrangements, but if you will study the total architectural plan, and eliminate all of the cubage in a building that is not ordinarily used, you can cut down on your cost considerably.

We have had to revamp our thinking, therefore, in terms of a deviation from single rooms to double rooms, and from an English type architecture to straight modern architecture, with absolutely no waste space.

In planning the interior of the building, I think it is well to plan it so that the normal reaction in the environment you create is the type of living habit you desire in your student. I do not believe you can police satisfactory habits into the lives of human beings, but you can put human beings into environments where reasonably satisfactory habits of life will naturally develop.

We might take this building as an example of thinking in that connection. This building is supported, of course, by student fees. We raised money by subscription, borrowed money, and at one time,

the Federal Government P.W.A. program made grants which made part of this building possible. The building can be supported without necessarily using every inch of it to produce revenue, but in every area of this building is some kind of an activity, which has a perfectly plausible, natural reason for being there. There is a desk to sell newspapers, even though they are sold elsewhere in the building. There is a desk to answer telephone calls. There is this, that, and the other thing. We have a location planned for a beauty parlor and other commercial activities in locations that are not now used for those purposes. Why did we put some of those things where we did? We put them there so that we would have an older, stable, constant staff around where the students are being observed. But those people are not there to police the students. They do observe them, and they do exercise a certain amount of police function in the sense that people won't do things that we don't accept in society when they are being watched, yet there is no feeling that the individual is there for that purpose. And consequently, in a building that covers a couple of acres here, and is spread all over the landscape, we really have a minimum of social problems.

We have one section of the unit on what we would call the sub-basement level, where we have activities going on with students that on one or two occasions have caused us trouble, but that is because we have not been able to keep in that location, the individual in charge of art and hobbies, and when we go back to the post-war plan of operation, we will find someone who will create an environment in that quarter also, where the conduct will be the type of conduct we desire in our students. But we are not going to put a policeman down there and a keep-off sign, in order to discipline our students.

By the same token, we have tried to work that principle into our residence halls, and we do scatter through our halls, counselors and sponsors. They are academic people whom we have selected because their personalities are such that we think they will have a wholesome effect on the life and attitude of students just by association. We tried it a considerable time before we finally hit upon the personality on the campus that made it effective. We got an elderly man who, just by his presence in the dining room, caused boys to stop swearing over the table, and doing things that ordinarily develop in an ordinary college dormitory from time to time.

Once in a while, somebody would forget himself in the corridors, and if he happened to be around, he would just observe that he wondered what kind of a home that boy came from, and generally the boy tamed down very promptly and didn't have to be reprimanded in the usual sense.

I think there is a great deal of merit to that, and in planning the internal operation of your halls, therefore, you ought to plan the scattering of those types of individuals through the halls, who will serve a function that is not policing. Put into those units, the

types of personalities that will have an influence and an effect on your men.

Another thing I think has to be given consideration in planning the halls is to so place your students that your group isn't too large for the type of solidarity and action that should come from group living, and yet is large enough to permit of efficient operation of your plant unit.

While we have one hall designed to house 500 students, and our halls are of the corridor type—and the only thing that breaks them are the turns in the corridor—we have found it effective to separate those people in the building into dining units, and each dining room handles about 125. We have found 100 to 150 is the minimum and maximum for handling satisfactory dining hall conduct, and if you break your units architecturally so that the boys in a certain section eat together, you accomplish the group effect, and the unity and solidarity that comes from eating together and really living together; and by having four dining rooms served with two kitchens, we have been able to keep our dining rooms reasonably small, although the unit as a residence hall, is normally a pretty good sized unit—500.

We are now starting the construction of men's and women's halls for 600 persons each in one building, but there again, our architectural treatment is such as to break those up naturally into dining rooms where 150 will be the maximum in any dining room. We would like to keep our dining rooms around 120, but we can't do that. We can handle 150. Below 100 is uneconomical.

I think that if you will keep those items in mind architecturally, you will develop a residence hall and a residence hall operation that can be made an effective influence in the development of your student; and I submit that the life that we surround our student with outside the classroom is certainly no less important than the treatment we give the student in the classroom.

I repeat that if society is to be served, the environment we create for the life of our students outside the classroom is no less important than the treatment we give the students in the classroom, and I do not think we can longer disregard the social implication of the conditions in which our students live.

Now, one final word about my theory of the management of residence halls, and I am talking to you as colleagues. I suppose that I could have been a dean of men if I had wanted to, although I think what we are is frequently a matter of chance, I think that is what happened to me, because when I graduated from the university, I had been a teacher so long that I swore I would get as far away from school as I could, yet I turned right around and became business manager of a college, and have been at it ever since—and I love it!

The residence hall program, if it is to be self-financed, as I have

suggested, has to be operated with an eye to the balance sheet and the income statement. I don't see anything objectionable to that, because you have to manage your own affairs, and it is a very important lesson for each of us to learn. It is because not too many of us have learned it, that we are rapidly approaching such a dangerous state of inflation that we are apt to lose all the freedom we have ever had, and sooner than most people think, by leaning on the government. So, I see nothing wrong in letting our people know that what we have has to be paid for, and we will scale operations in accordance with that which we can pay for. It is a very good lesson to teach every individual in a free country, where you have a competitive system.

However, if the unit is operated solely to produce money, then you are better off not to have it. It must serve an educational function or else it shouldn't be in a college or university. There is in the minds of too many school people, the idea that the finance office knows nothing about education and is thoroughly unqualified to think of any operation related to it, and there is too much of an idea in too many finance offices, that members of the faculty know nothing about finance, and therefore shouldn't be consulted on anything that involves a financial operation. And so, you have in too many university residence halls, two managements—a finance management and a social management, and in most of those cases, they are not successful unless the genius of the two managers is such that they can weld their personalities as one.

We let it be known at the outset that our halls are under the direction of one management, and that manager has the responsibility of meeting the financial program that is laid down, and giving the maximum educational program that money permits. We operate on the basis of cooperation with what was in this institution, the dean of women and the dean of men's office, and what is now the Dean of Women, and the Office of Student Affairs. When we select counselors, sponsors, those people who are going to work with the social and intellectual program in the hall—and keep in mind that we have an intellectual program as well as a social, and those are integrated together—certainly our academic and student affairs offices are consulted. We cooperate with them and we expect cooperation, and it is the business of the manager to work closely with all agencies of the university dealing with the instructional and social welfare of the students.

The manager is the best qualified individual to know whether a given program is the most important part of the activity, and if money should be diverted to that or to something else. He or she is in close contact with the students in his or her hall, with whom they work. They know what the students want. They know what the university wants, officially and academically, and it is up to those individuals to reconcile those points of view. That means that this business of being a residence hall manager is not of second-rate importance. I rate the director of our residence halls

for women, almost the most important woman on the campus, and the director of our residence halls for men, almost the most important man on the campus, and those people have to have capacity—intellectual, moral and financial.

I feel sorry for those of you who work in an institution where your business office runs its side of it and you go your own way. You are not doing too good a job, I will bet. And I feel sorry for the business office where that is also true, because there is eternal warfare in such a set-up. Each one thinks his side is the more important, and actually it is the total that accomplishes the result. I would make a plea to you people to get that concept and try to get it over in your institutions. Get your Presidents to understand that they shouldn't be hide-bound with this tradition of separate management for money and separate management for social and educational work in the residence hall program. Let's make it a single program, and let's keep this in mind, at least in the public universities: That we should not dictate the manner of living for everyone. It is our business to try to set standards and competitively make people see the wisdom of living better and more sanely. Our fraternities and sororities are an integral part of our educational machinery, and if they think they are not, they are mistaken, and if the college officers think they are not, they are mistaken. I take great pride in the competitive relationship, as it were, between our residence halls and our fraternities and sororities, and by setting standards in one, by setting the example, we compel certain things in the other. By the same token, if somebody will do something unusual on that side, they will in turn compel us to do something in our residence hall system.

I submit that when the competitive basis of life is eliminated from the American concept, we have lost the concept of what we call the American way of life.

That, gentlemen, is the American way of life, and if you don't like it, you don't like the American way of life. Providing a fixed way of life for every one of your students is not developing a pattern which permits the individual development of each of your students.

Now, if you think that that is not important in your educational objective, then you and I disagree, and I might just as well not have come here today, because that is the gist of the thing that I wanted to get over to you—the importance of the attitude of your management, the importance of keeping in your institutions, competitive levels of life which your students may seek, and which, therefore, motivates and compels the best in each.

Now, granted there is a certain amount of waste in that, we all admit that the democratic way of government is perhaps the least efficient, but for individuals with initiative, it is the only thing that satisfies. That is why we live—for satisfaction. If we can't get it, we might just as well not live. So if it is a little more

expensive, a little less efficient, let's recognize it, but nonetheless, make it work for us.

Now then, to summarize, you can finance your halls. You can finance them wholly by their operations, but to the extent that you do, of course, you can bring less into your homes perhaps, unless you have a very wealthy clientele. Keep your indebtedness balanced with what your people can pay, and then go ahead and give them the best program you can within those limits.

In planning your halls, you have the exterior problem of geography and they should be planned with relation to recreation, and then with relation to the rest of the campus, and the compulsory work for which the student attends the school. I think the recreational angle is even more important in relation to the other.

Then the type of management—make it unified and then under one leadership, make it serve the total educational objective. Set an educational objective for your residence halls, and make your objective a residence plan for your whole college and university which will embrace all the elements,, including your university directed halls, your fraternities, your sororities, your cooperative houses, your special interest groups, and then ultimately, perhaps into the fringe of the landlady group of housing.

That, I think, is the outline that I would like to leave with you.

Thank you. (Applause)

PRESIDENT MILLER: Thank you very much, Dr. Stewart. Now Dean Congdon will take charge again for discussion of any questions you wish to submit to Dr. Stewart.

. . . Dean Congdon assumed the Chair. . . .

CHAIRMAN CONGDON: Dr. Stewart has given us more meat, more practical suggestions, in a short time, than we very often get in an address. I am sure there are questions in the minds of many here, and while we have a man with such a rich background of experience to answer some of the questions, let's take advantage of the opportunity.

DEAN ARNO NOWOTNY (University of Texas): Do you charge for the water, light and heat? Do you subsidize the operation of the halls by carrying part of Counselors' salary?

DR. STEWART: We charge our residence halls for men and women, with the total cost of the power plant facilities, all their repairs and maintenance. We pay out of residence hall funds for the services of the counselors and sponsors, and the pay for those is the same relatively as we pay our graduate assistants who serve in the laboratories of the University. Counselors and sponsors receive compensation from the residence hall, and then they pay for their room or their board. One is senior to the other, perhaps a little more mature and older person with experience.

We consider those jobs equally attractive to that of a graduate assistant, and compensation is provided accordingly.

Before the war, we offered to make available to the fraternities, a counselor for whom we would waive all fees and university charges if the fraternity would provide room and board. I don't think any fraternities took us up on it. I think they overlooked a bet. Maybe they will take us up later, as they get going after the war.

I think I have answered your question, but I am not sure. It was, do we subsidize the operation of the halls by carrying part of the salary of the Counselors on the University budget? We do not.

DEAN NEWHOUSE: Does your student personnel staff participate in the selection of these counselors in the residence?

DR. STEWART: To the extent that the directors of the residence halls find the staff from the University. The entire university in essence, participates. The managers find the candidate by getting suggestions from all the deans and department heads, and the managers do review those with the office of the Dean of Women for Women and the Director of Student Affairs for men. We do not review with anyone else except the manager and my office, the matter of cooks and waiters and that sort of operation.

DEAN CLOYD: What do you think of the statement that I hear quite often, that if the college would stop building residence halls and dormitories, private capital would build those near the college, and you wouldn't have to go into that?

DR. STEWART: There may be something to that. There is always that problem. I do not think that we should build all of the residence facilities, and I don't think we should house all our students, particularly in a public institution. I think we should maintain a sufficient number of units on different levels to competitively force our competing groups to do a good job.

However, our enrollments have grown so rapidly that the complaint mentioned falls rather on deaf ears when it falls on mine. We are investing because private capital hasn't. There have been no houses built in this community, and I imagine it to be the same in every community, there have been no houses built with the idea of taking student roomers, since the last World War. There hasn't been a 12-room house built in this town since the last World War, and that is where they housed students prior to the last World War, except in the fraternities and sororities.

Fraternities and sororities are now building new houses. Of course, in public institutions where we are exempt from taxation, naturally we can do a cheaper job for the students than private capital can. The reason I can borrow money at 1¾ per cent for 26 years is because it is tax exempt. No insurance company is willing to let us have money for that, although they will let you have money at 3 per cent.

PRESIDENT MILLER: I would like to ask this question, Dr. Stewart: You mentioned this ideal of having a single management and avoiding a conflict between the business office and the dean's office or the educational and social authorities. To whom is this manager or director of women's dormitories, and director of men's dormitories, responsible? To whose office is that directly reported? Who makes the final decision in a conflict or argument on the point of what should be done?

DR. STEWART: I think that is a very good question and perhaps goes to the heart of your difficulty. Much of it depends on personality. I know schools, and I know the business offices pretty well, where I would certainly hesitate to have the business officer responsible for a total program. And I know deans of men pretty well, and I know lots of places where I would hate to have deans of men in charge. I think that is pretty largely a matter of individual interest.

At this institution—I speak now for myself—I have been in the school business since I was 15 years old. With that long background of educational work, I have an interest in the policies and philosophies of an educational institution as such, parallel with my interest in good finance, and it is almost a hobby with me to make money jump through the hoop and produce a residence system that really talks on the campus, and I will leave it to Director Davis and our Dean of Women, whether it does.

Here the residence hall directors at the present time are responsible to me ultimately, and the trustees confirm that, because the trustees, as I say, have borrowed millions of dollars on the plan that I developed.

At the outset of the program, I suggested that if they did not want to follow my leadership in that program, they should have the dean of men or someone else figure out the financial plan and then let me say, "Yes, I think it will work," or, "It won't work." The fellow who plans an operation will work harder to make that plan function than anybody else, and I dislike to take somebody else's plan and make it function for him. The trustees, therefore, in 1927, made that decision, and they have reaffirmed it constantly since.

But I am sensible enough to know that if the policy of the university is a certain thing, the manager is going to have to carry out that policy. We have never acted independently in the matter of exercising discipline or anything of that sort in the halls. We have declared our general policies with which the dean of men and the dean of women have worked with us very carefully, and the dean of men and dean of women, just as well as I, expect and want to cultivate high standards of morality and social conduct and intellectual effort. We are working in the same place. We are in the same boat, and we are both pulling our oar, we hope, equally hard.

I would hate to think that just because the ultimate decision rests with me, that Director Davis or the dean of women would feel that

I would go extremely counter to what was the university policy and what they thought; and when it comes to discipline, I would hate to think that they would exercise the discipline or refuse to exercise the discipline that I felt was necessary for the safety of the halls.

We had a manager once kick a student out on the spot, and it was two or three days later before the dean of men caught up with him. Well, the manager did a foolish thing, and inside the family, we said so. But of course, we defended the action to the world. But that has never happened again.

If a manager had evidence, and knew that a certain thing had to be done in the hall, it would be done in cooperation with the dean of men or dean of women, and their failure to cooperate would probably be a serious matter. But if it is serious enough so that they, as coordinate officers with me, cannot agree, then perhaps the President should exercise his decision, and he then really runs the hall. If we disagree with him in this institution we hope that we could argue the matter out with the trustees. I would be surprised if the President weren't sustained. (Laughter)

PRESIDENT MILLER: What do you think you will have to charge on these new ones on which they are 100 per cent financed?

DR. STEWART: We will not charge any more than we are charging on the present ones. We now have a fair degree of our plant out of debt, and that really constitutes a cushion so maybe I am not as courageous as I pretend to be when I say we are borrowing 100 cents on the dollar. Yet, the pledge in the mortgage does not pledge any other income. We are raising our rates from a current rate of \$212.50 a semester (double occupancy), which really comprises four months of intensive operation, because we are running three semesters a year, to a new rate in the fall of \$255.00 a semester (double occupancy), and that will be the normal semester of 17 weeks instruction; and the two semesters will run from somewhere in the first part of September, to the middle of June, next year. That is \$90.00 a year increase over pre-war rates (single occupancy).

DEAN DUNFORD: Is there any way, as far as you know, where under a state constitution, public institutions could get private capital to build dormitories without the institution doing the borrowing—private capital would build it and avoid the taxes? Is there any way that might be done?

DR. STEWART: You would have to study the laws in your state. We got it by having a special act of the legislature authorizing us to handle these on an essentially private basis. No other funds of the state or university can be used in connection with our halls, and any recourse is to the hall itself.

There is a group in New York, I think called the Community Development Association or something, which is willing to finance the buildings, hire the architect, construct the buildings, and lease

them to you. They will provide all the money, and you will provide all the operation under the lease.

DEAN DUNFORD: That way possibly escaping the local taxation?

DR. STEWART: You might, yes. Of course you can organize auxiliary corporations. That is an old device that has been used since 1925. I understand the University of Illinois has to resort to that. They pay a little higher price for money, because they aren't exempt from all the taxation.

DEAN DUNFORD: There is another question I have given a great deal of thought to. We have the plans and a considerable amount of study has been given to a men's residence hall, and some initial thought has been given to utilizing at least some hostesses in this hall, in addition to perhaps these counselors and sponsors. What is your thinking on that?

DR. STEWART: I don't like the idea of formalizing too much the idea of hostesses and supervisors in that sense. Isn't part of what you are trying to do,—to develop the student's ability to do that for himself?

One of the objections—and here pardon me if I speak out of place and out of turn—one of the objections I think, to the counseling offices that you men have, is that when you start something, because you don't get perfection, you immediately want to put a professional in charge of the students. Again, what difference does it make if the organization may not be accomplishing everything under the heavens? Give the students a little chance to go under their own steam. It is one of the great things that fraternities and sororities have contributed to American education, in that they have had little business of their own to run. They have had to exercise their ingenuity to meet the problems and learn what a difficult thing it is for fifteen or twenty or more people to get together and work together and live happily.

I think, therefore, that you should not go too far. Our managers, of course, see that the kids are steered, and that they serve and act. We have women perhaps who actually serve as hostesses though it is incidental to the art of managing. But just to hire them with the idea that they are professional hostesses, I just don't like that. This is personal of course.

DEAN DUNFORD: That is what I wanted to get—your personal viewpoint. The only question there is, are you providing another element in environment which you would regard as good, not necessarily that they are hired with the notion that they are going to supervise and watch all the aspects of the thing, but is it a good thing in the environment, to have that influence at the present time?

DR. STEWART: I would rather let the woman actually be the

hostess without anybody thinking so. In that way, the girls or boys, in either case, are really doing their own work. They will come to them then and say, "What do you think about this?"

DEAN GUESS: Do you have any experiences to share with us about residence halls for men, where there are no dining units connected and no mature people would be in the building unless it is a counselor or some person in the building placed there largely for that purpose? What experience do you have on that suggestion?

DR STEWART: We are just getting that experience. We opened our first unit of that type yesterday. The Federal Public Housing Authority has two months late gotten its first unit open for temporary housing, and we have insisted that the plan for operating that include a faculty sponsor in each unit. That man is over there more or less as an elder brother, and a man who will be skilled in mathematics and English and chemistry, we hope. Those are the three things the boys have difficulty with, and students are very good buddies with somebody who can give them a little help. When they get that help, they also get the answers to the girl problem and the liquor problem. We hope they do anyway. We are going to be operating 12 units soon, and we have secured approval of FPHA for including in the cost of operating those units, the counselor program of the halls. The men in those units can make arrangements to eat in the residence hall dining rooms or they can choose to eat in restaurants, as they will.

That will upset the dining hall operation in our residence halls, but we feel we have to make some concession in that area to take care of the G. I. We can't just stay aloof and do what we want. We have to approach real needs. Keep in mind that we are berated all the time because we profess ideals and do nothing about them; but I like to keep the idea of an ideal in my mind.

I am a personal professional sinner, being in the money business, but I like the thought that was expressed: "Ideals are like stars. Though we can see them, we can neither reach nor touch them. But none the less, they are the guide by which the mariner steers his ship to a far off, unseen port." We can't get along without our ideals. When we achieve them they are no longer ideals. They are then reality! (Applause)

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: Thank you again, Dr. Stewart. Just by way of letting Dr. Stewart know, and the other folks who come here and have kindly given their time to our meetings, that their efforts are sometimes rewarded, that we have results that they do not know about, I would like to tell him that he made a speech once before. I can't recall the date, but it was several years ago at one of our National annual conventions. I was so impressed by that speech and his philosophy on housing, that as soon as I could get the proceedings, I had his talk mimeographed, and I presented

it to our committee on living accommodations, and from there, we sent it, along with a report, to our regents, urgently recommending that they change their policy and help provide student housing. We spread that attitude to the students and alumni, and finally, in this last year, they broke a policy of more than 50 years standing, and decided for the first time, to use university funds to go into this very important work of providing housing. So I would like to have him know that I think his contribution there was extremely helpful in expressing and spreading his philosophy to our university.

Our next speaker on our program, Mr. Robert M. Sentman, is the Special Assistant to the Director of Region III, of the Federal Public Housing Authority, with headquarters in Chicago, Illinois. He is going to speak to us on the subject of "Federal Assistance in Solving Housing Problems for Educational Institutions." Mr. Sentman. (Applause)

MR. ROBERT M. SENTMAN (Assistant to Director, Region III, Federal Public Housing Authority): Mr. Chairman and gentlemen:

I want to thank you on behalf of Mr. Olmsted for this opportunity to discuss the veterans' emergency housing program as presently authorized by Congress, making temporary war housing available to municipalities and educational institutions throughout the country.

Before discussing the subject, however, I want to convey Mr. Olmsted's regret in being unable to be present due to meetings with the Commissioner this week in Washington.

For reasons of both propriety and authority, I will necessarily confine my discussion to the program which has been assigned to the Federal Public Housing Authority under authorization of Congress.

As far back as June 1945, the Lanham Act, which originally authorized the construction of most of the temporary war housing built by the Federal Public Housing Authority, was amended by the enactment of Title V. This amendment, which I shall frequently refer to as the Title V program, authorized the Administrator of the National Housing Agency, of which the FPHA is a constituent agency, to make temporary war housing available to distressed families of veterans and servicemen.

Before this could be done, Title V required that a finding be made by the Administrator that an acute shortage of housing existed or impended and that, because of war restrictions, permanent housing could not be provided in such quantities where needed. Such findings were also predicated upon distress and hardship needs which could not be met through the utilization of the existing housing supply.

The authorization under Title V permitted distressed families of veterans and servicemen to occupy temporary war housing in its present localities, and permitted new construction only where the need could not be met by moving existing temporary war housing. It was also provided that the Administrator should fix fair rentals

which would be within the financial reach of families of servicemen and veterans with families.

While Title V authorized the use of funds for Administrative expenses which were made available under Title I of the Lanham Act, no additional funds were provided for either new housing or for the removal of existing housing. This meant that the temporary war housing was only available to the families of veterans and servicemen in its existing location, when vacancies were available.

The foregoing situation was significant for two reasons: first, prior to the enactment of Title V, it had been the policy of the National Housing Agency, through the Federal Public Housing Authority, to accept families of servicemen and veterans into vacant war housing which was no longer needed strictly for the use of war production workers for whom it was originally provided. This meant that a large portion of vacancies in temporary war housing had already been occupied by veterans and thus had cut down this source of supply. Second, it meant that a program would have to be devised to extend the usefulness of vacant temporary war housing to the use of veterans and servicemen in other than its existing locations.

The latter challenge was accepted by the FPHA and, through the device of Contracts of Bailment, temporary war housing which was surplus to original war needs was made available to municipalities and educational institutions which would assume and pay all costs of dismantling, transporting, re-erecting, rehabilitating and thereafter maintaining the structures. The use of surplus temporary war housing was also available to such local bodies under leases which provided they would operate and maintain the structures in their existing locations.

Obviously the Bailment program left much to be desired. The supply of surplus war housing was most often found where there was the least need of it. It meant, further, that municipalities and schools had to pay the entire cost of using this housing with little, if any, expectancy of a reasonable return on their investment. However, it did make over 10,000 units available to municipalities and schools in the nine states within the jurisdiction of our regional office by the end of last December. Of that number approximately 4400 accommodations were allocated for veterans attending 63 educational institutions, and approximately 6100 emergency homes for veterans living in 79 municipalities throughout our Region.

During December a resolution was introduced by Senator Mead, and became known subsequently as the Mead Resolution, which authorized for the first time the use of Federal funds to carry out the purpose of Title V of the Lanham Act. This amendment to Title V was passed by Congress which also appropriated \$191,900,000 during the last week of December to make available roughly 100,000 emergency dwelling units for the families of veterans and servicemen. This authorization permitted the FPHA to pay the cost of

converting and removing temporary war housing to municipalities and educational institutions, but required local bodies to provide acceptable sites which were serviced by principal streets, sidewalks and utilities.

Under this authorization, new contract forms were used to effect this new cooperative program of local bodies and the Federal Government. Principally, these contracts provided an agreement upon the work to be undertaken respectively by the local bodies and the Federal Government; right of entry of the FPHA to sites; the plan for the development of the program; the selection and award of contracts by the FPHA; transfer of title to the buildings, excepting trailers, to the local bodies; the management program, including the limitation of eligibility to distressed veterans, servicemen and their families; the schedule of rentals; operating expenses, including payments in lieu of taxes and ground rent; accounting and supporting procedures; the payment of net revenues to the FPHA; audits, and disposition and removal of the housing at the end of the emergency.

The amendment to Title V also carried three other interesting provisions. First, that none of the funds authorized could be used for the construction of any new temporary housing. Second, that any educational institution and local public body that had incurred expenses in the relocation and re-use of temporary war housing or veterans' housing should, upon request, be reimbursed for such expenses for which funds were authorized. This excluded reimbursement for site and utility costs, which remain the responsibility of the local body under the new authorization. Third, all surplus temporary war structures of other Federal agencies, which were suitable to provide veterans' emergency housing, were to be made available to the National Housing Administrator, upon request, notwithstanding any other provisions of law.

From the first provision referred to, it can be seen that the new program was designed to conserve new materials through the utilization of existing facilities, and thus not increase shortages which private builders were already facing. For example, army surplus building materials transferred to the FPHA for use in this program are limited, wherever possible, to materials not suitable for use in the building of permanent homes. Among other sources of surplus building materials are cargoes returned by the War Department from Pacific military bases. The FPHA selects from the surplus building materials arriving from overseas those to be used in the emergency housing program. Wherever possible materials that can be used in permanent home construction are not taken by the FPHA, but are declared surplus for disposal to the public.

Next, the reimbursable feature of the amendment reduced the number of additional units which could be provided under the authorization by about 23 per cent, since approximately 23,000 of the 100,000 units authorized had already been assigned to municipalities and educational institutions and were subject to reimbursement. This left about 77,000 additional units for assignment after January 1 of this year.

The last provision previously referred to was significant because of its recognition of the fact that the FPHA at the time the amendment was enacted had very little surplus temporary war housing available for further assignment to local bodies. Therefore, unless a lot of vacancies turned up in existing war housing, which has not been the case, practically all of the new program had to be supplied through the use of barracks predominantly, and a comparatively limited number of Quonset Huts and trailers.

Perhaps it is not difficult for you to envision the ramifications and headaches of the situation which confronted the FPHA as a result of this program. The procurement of materials for a remodeling program the scope of this one would be difficult enough under even the most favorable circumstances of material and labor market and type of buildings. Here, we found ourselves in the remodeling, secondhand business, dealing with a lot of structures which were built for only emergency purposes and with many ersatz materials.

However, there was another headache and heartache in this picture before the previous one was to be encountered, and that was the allocation of a hopelessly inadequate assignment of housing to meet the desperate needs of returning veterans and their families who literally had no home to which they could return. We also realized that the limitations of the program were denying educational opportunities to thousands of veterans who could not attend universities and other schools because of the lack of accommodations which could be made available to them. Thus, every time we made an assignment we realized we were forced to issue a denial to requests for 5 to 10 times as much sorely needed housing or dormitory accommodations. Other inequities came into the program due to the fact that prior to the enactment of the Mead Amendment the FPHA was required to exercise comparatively little restraint concerning the assignment of available surplus temporary war housing to those local bodies and schools which had requested and could afford to remove and re-erect substantial quantities. However, when Title V was amended and the appropriation made, subject to such reimbursement, it meant that the FPHA could only give fractional consideration to the large number of new requests in order that the Federal funds be distributed as equitably as possible.

Thus, it was only possible to provide for but a fraction of the most urgent needs of cities and schools. A good illustration of this situation is found in the fact that the eight Regional Offices and the General Field Office of the FPHA had received requests as of March 15 for nearly 390,000 units for veterans, whereas a maximum of only 100,000 were authorized under the Title V amendment, of which 95,000 had been assigned up to that time. The Chicago Regional Office, with jurisdiction over nine midwestern states, had assigned practically its full quota of over 19,000 units against requests which totalled over 70,000 at the end of March. As of April 6, our Regional Office had allocated 12,416 units to municipalities, and 5,394 family units and 2,435 dormitory units to educational institutions, for which

Federal funds were authorized. An additional 1,326 had been made available to municipalities and 119 to schools without the use of Federal funds. On the basis of allowing 2 dormitory units for 1 quota unit, we see from the figures I have just cited that only slightly over 6600 units could be assigned to educational institutions in our region as compared with requests for over 12,000 family units and 33,647 dormitory units. The figure of veterans' enrollment of nearly 44,000 furnished us by applicants as of early this year, has most likely been doubled, on an average, by the present time.

As I have just indicated, by the end of March we were faced with a depleted authorization which fell far short of requests. Meantime, hundreds of thousands of additional veterans had returned and were seeking homes to which to return and resume normal life with their families, to marry and establish new homes, and to take up their interrupted educational studies and go into new fields in our universities and schools throughout the country. Obviously, more housing and dormitory accommodations were urgently required to meet only a fraction of these critical needs.

As you no doubt know, early in January the President recognized the increasing impact of the general housing shortage and appointed a new national Housing Expediter, Wilson W. Wyatt, who as Mayor of Louisville, Kentucky, and President of the National Association of Planning Officials, was well qualified for the task confronting him. On February 7 he presented his report, with which you are all familiar, to the President, calling for the construction of 2,700,000 low and moderate-cost homes by the end of 1947. This program included 200,000 temporary units, of which only approximately 100,000 had been authorized under the Title V Veterans' Emergency Housing Program. New legislation was introduced in Congress, and to date only that part of his program calling for an additional 100,000 temporary veterans' homes has been authorized by Congress.

This latest and most recent action by Congress authorized an appropriation of \$253,727,000 to provide an additional 102,000 veterans' emergency housing units, thus completing action by Congress on the 200,000 temporary homes outlined in Mr. Wyatt's over-all veterans' emergency housing program. Under this new authorization, an additional quota of 18,000 veterans' units has been assigned to our Region. This quota will be divided equally between municipalities and educational institutions, or making approximately 9,000 available to each. This authorization was essentially the same as the previous Title V authorization, with only one exception to its general provisions; that is, the new authorization also provided that the FPHA could permit local bodies to contract and be reimbursed for that part of the work which the FPHA was authorized to contract with the use of Federal funds, providing the FPHA considered it most expeditious and economical to follow this procedure.

As soon as the appropriation was authorized by Congress on April 8, announcement of policy was made by Commissioner Klutznick of

the FPHA to the effect that only the most urgent veterans' housing needs could be met and that, despite the fact that a backlog of 390,000 previously requested units were in the hands of the FPHA's various Regional Offices, that applications from additional local bodies and colleges would be considered and that the original policy of first come, first serve, could no longer be followed.

This announcement was followed up by announcements from our Regional Office, and by our other Regions. In a public release, Mr. Olmsted invited municipalities and schools in the nine states within the jurisdiction of the Chicago Regional Office to make known their needs and requests for veterans' housing and dormitories as soon as possible. In addition, our Regional Office sent out wires to all cities and schools which had made applications for veterans' emergency housing. You may be interested to know the content of these wires, if you are not already familiar with it. These wires, under date of April 12, read as follows:

"Recent legislation expanding the present program for temporary shelter for veterans will enable us to reconsider all applications received to date from educational institutions. In order to obviate necessity of submitting new application, we will consider letter from you as amendment to your application provided this letter contains following information: First, number of veterans enrolled, that is in actual attendance, as of February 28, 1946, stating separately number married and number single; second, if enrollment has changed materially since February 28, number of veterans currently enrolled, stating separately number married and single; and third, number of additional units requested, stating separately number of family units and number of single dormitory accommodations. We will consider receipt of above information as your request for additional units under the same conditions embodied in the original application under the heading of certification and representation. If you wish to be considered for an allocation under this additional program, we must have your answer within one week."

To date no new allocations have been made and none will be made until we have heard from all applicants within the prescribed time limit, which incidentally, ended today. In considering all requests, including new applications and old ones, every effort will be made to give consideration to only those most urgently needed and to do that on a basis of prorated equalization, insofar as possible.

This brings us up to date with veterans' housing as presently authorized by Congress, and assigned to the Federal Public Housing Authority, acting for the Administrator of the National Housing Agency. The unfilled need of veterans attending educational institutions, as well as those resuming civilian life in their various communities, are indeed great. The unprecedented program of housing construction sponsored by Mr. Wyatt should go far in the solution of housing problems of veterans resuming normal community life. However, with respect to the needs of those returning to schools, there remains a need for which I know of no present formulation. Perhaps the schools and colleges will be able to expand their housing

facilities once the construction industry gains way, and expands. Perhaps new forms of assistance to schools and colleges will be sought, if the schools themselves cannot cope with the problem under conditions returning to and resembling normalcy. This problem I am not prepared to discuss. I hope that my remarks here today have been helpful in enabling you to better understand the emergency program of assistance so far formulated and made the joint responsibility of local public bodies and educational institutions, and the Federal Government.

PRESIDENT MILLER: Thank you very much, Mr. Sentman, for bringing us up to date with that very clear outline and analysis of the program.

We still have about fifteen or twenty minutes here in which we can have further discussion of this topic, or during which time we may ask questions of any of the three speakers on any of the topics that have been brought up or any other phase of this housing problem that you would like to bring up at this time. Dean Congdon will take charge of the discussion at this time.

. . . Dean Congdon assumed the Chair. . . .

CHAIRMAN CONGDON: Who has the first question?

DEAN BEATY: We have 176 of these temporary houses. Did I understand him to say that under Title V, the institution would be responsible for dismantling these houses at the end of the emergency? If so, just what does that mean?

MR. SENTMAN: Well, it means just about what I said. I will explain it further. The Lanham Act requires that these houses be disposed of for non-residential purposes, within two years after the end of the emergency is declared officially, unless there is some special consideration approved by Congress at that time. That means that with the passing of title, under these new contracts, to the local bodies and schools, they also assume this responsibility for non-residential disposition, the idea being that this temporary war housing, which is substandard by any permanent housing standards, would not remain on the market in either our cities or schools. They were thinking of the undesirability of these houses to remain and create new slums.

So, that responsibility of disposing of it through salvage, becomes the responsibility of the local body.

Now, to help out in that, we devoted quite a bit of time to developing, outside of Washington, at Silver Springs, Maryland, a re-using program, and this re-using program was used during the war. It is also the basis of making available temporary housing for re-use now for veterans, though originally, the re-using program was designed to dismantle buildings in such panelized form, so as to enhance their use and salvage value to localities after the emergency was over.

That demonstration attracted considerable attention. There were requests right off the bat from schools, from churches, from libraries, for the buildings actually dismantled through this panelized device, and re-erected. So that through this present technique of panelizing for the dismantling and removal operation, and for the re-erection, I think we have done quite a bit—as much as we could—to enhance the salvage and re-use value of these buildings for non-residential purposes. There are, as shown in this actual demonstration at Silver Springs, Maryland, many uses for which these buildings will be sought, and in that way, it will help the locality to recover as much as possible of the expense to which they have been put with respect to the provision of sidewalks, utilities, and so forth.

DEAN E. F. BOSWORTH (Oberlin College): Trailers were excepted from that category. How long can they be occupied, and what happens to them at the end of that period?

MR. SENTMAN: Trailers will go into the regular declaration of surplus of other capital material and be disposed of by the agency at that time.

CHAIRMAN CONGDON: Returned to the government?

MR. SENTMAN: Yes.

PRESIDENT MILLER: Dean Congdon, I would like to ask Dr. Stewart for a brief statement of the policy they follow in selecting from all of the many applicants to live in the dormitories—out-of-state versus in-state, the racial question, foreign students. What is your general policy there?

DR. STEWART: The managers of our resident units spearhead the selection of those who will stay in the dormitories. For upper classmen, we do have a so-called 3.5 scholastic average out of a possible perfect 6. Until the present time, we have not had the question polled, as between resident and non-resident, and since the state has seen fit to put no money in the halls, we have felt free to deal with that question as the institution desired.

We have directed the manager to try to recruit about 50 per cent of the occupants as freshmen, 25 per cent sophomores, 15 per cent juniors and 10 per cent seniors. That is just an arbitrary division, so that we have people who will give continuity to the organization, and live within the hall.

We have been operating halls so far without any announced racial discrimination. The problem on the Purdue campus is not acute because the type of our curriculum has not attracted the so-called minority groups to any extent. We think the institution has some responsibility for them, and if it does not want to provide for them in the larger halls, we should take steps to provide some sort of satisfactory living accommodations on an equal basis in proportion to the money paid. That is a problem with which we are dealing, but we do not propose, so far at least, to be stampeded into any

categorical change of general over-all policy, although a new policy may evolve. We just haven't rooms for people that we think will create problems in the halls, and we require from those who want to come back into the halls, a satisfactory quality of citizenship as well as intellectual capacity.

We have kept out of our halls, citizens of Indiana, and good students, who were personally objectionable in group life, those who would not do things to help make the group a success, but were continually doing things that were anti-social. We just dropped them from the halls. We have had no serious question as a result of that to date.

As you know, all public universities are behind the eight ball on this resident-non-resident question in September 1946. The tendency on the part of the state universities is, I think, to limit their enrollments so far as they have to, to citizens of the state, and I am not sure what is going to happen to us if we don't make some provision for citizens of the state who want to go to our institutions this fall.

I don't see how we can take all the applicants. We have 5,000 applicants for admission to this university already on hand, without any from the June graduating class, and we have only 3,000 spaces. We can't teach any more than that. We can't house that many. But we are going to try to get some extra housing and we can teach up to that many.

Therefore, I can't answer you, Sir, categorically, on the non-resident-resident problem. At the moment, if we did express a policy, it would be to give preference to former student veterans, and even new students who are veterans. They would take first precedence, after which would come the civilians from Indiana in second place.

PRESIDENT MILLER: You wouldn't take students who live in the community here and have homes in the community?

DR. STEWART: Not into the residence halls. We have at times taken into our halls, when we had space, an occasional youngster from the community or member of the faculty who wanted to give the youngster a chance to live away from home and still be at Purdue. But we will take no one into the halls this year whose home is within convenient distance of the campus. I think that is only fair.

PRESIDENT MILLER: You try to work in a few foreign students into the halls?

DR. STEWART: We had quite a drive this year for graduate students and others, and there is quite a concerted movement in the country, in fact, I think under the policy of the State Department, there is a move to bring quite a group of foreign students into the country. It is a serious matter in institutions like this, whether we keep on our own citizens and take in citizens from foreign lands. The State

Department wants to, but the local individuals who support us, can't see that yet. We haven't become that internationally minded, although we are cooperating in trying to help those people find reasonably desirable quarters among the citizens of the community.

SECRETARY-TREASURER TURNER: Do you set the administration of the units you get from Federal Housing Authority, up under your residence hall system?

DR. STEWART: Yes, we have put them under the residence hall manager, Mr. Arbuckle, whom you know here, and maybe he will show you through at least one of them that they opened yesterday. You can inspect them. We will be glad to have you visit them, and I would be glad to have you visit with Mr. Arbuckle who manages our men's halls, and Mrs. Cannon, who manages our women's halls. I am happy to commend them to you, because I think they are about as good as I can find, and they have very good ideas. We are putting our apartment dormitories and our married student quarters under different management, because we believe the social problem is entirely different, and I don't want to get them involved in too many different sorts of problems. So the quarters for married students will be under a different leadership, but all these people work pretty closely together, as you can guess.

SECRETARY-TREASURER TURNER: Will Mr. Sentman give us again the figures on the number of units which will be available for educational institutions, out of how many total units? That is just for this area isn't it, or is that the national figure that you gave us?

MR. SENTMAN: That was the quota of the new authorization—about 18,000 for the nine midwestern states in this region. That includes Indiana, Illinois, Wisconsin, Minnesota, North and South Dakota, Nebraska, Missouri and Iowa.

SECRETARY-TREASURER TURNER: And out of the 18,000, how many of those will be available for colleges?

MR. SENTMAN: Nine thousand to colleges and nine thousand to cities. The national quota will be approximately the same—about 50-50.

SECRETARY-TREASURER TURNER: That is on 100,000 units?

MR. SENTMAN: Yes.

CHAIRMAN CONGDON: Is there anyone else who has a question? If there are no further questions, I will turn the meeting back to President Miller.

. . . President Miller resumed the Chair. . . .

PRESIDENT MILLER: We will express our appreciation again to Mr. Thompson of Illinois, to Dr. Stewart, and to Mr. Sentman, for

all providing us with a very instructive, valuable program this morning.

Now, there is at least one announcement that should be made at this time. As you know, our program calls for a pilgrimage at 12:10. I think we will be able to start just ahead of that by stopping a few moments earlier here, and that will give you a little more time for lunch. We will say that we will start at twelve, from the lobby here, the pilgrimage to Stanley Coulter Hall. That will just take a short time, and we will be back here then for lunch.

. . . Announcements. . . .

We stand adjourned.

. . . The Conference recessed at eleven-fifty-five o'clock. . . .

PILGRIMAGE TO STANLEY COULTER HALL

FRIDAY NOON

April 19, 1946

The Wreath Laying Ceremony convened at twelve-fifteen o'clock, President Miller presiding.

PRESIDENT MILLER: Friends, we shall proceed with our pilgrimage here to pay our respects and honor to our former colleague, Dean Stanley Coulter.

First we will have the invocation by Dean Hubbell.

DEAN HUBBELL: I can think of no better way to call to mind the memory of our friend and the permanency of the values for which he stood, than to turn back and read a very short excerpt from a speech which he made in 1928. And then I should like to offer on this occasion, a very simple prayer, during which I will ask you to remain quiet.

This is from Dean Coulter: "The dean of men must grasp the idea that the thing with which he has to deal is the finer part of young men's lives. Unless he does this, he is not a dean of men. He may be a prefect of discipline. He may be the President of a 'grapevine' telegraph system. He may be almost anything else, but he is not a dean of men. I have known the hardships of working with young men. I have worried over discipline, I have grieved over the failure of those in whom I had great hope, but as I look back over the years, I would go right back into the work and face all of the trials and disappointments just in order that I might have the satisfaction of realizing that along through the years in some way, I was able to touch a young life and bring it to its fullest realization.

"As I have been listening to these discussions, I feel that more and more of mechanism and more and more of methods and less and less of heart and soul are coming into the deans of men's offices, and if that is true, then the day of the dean of men is gone.

"My friends, he is not an idealized policeman administering justice, nor should he be a prosecuting attorney to whom the faculty gives all information of misconduct. Why are we here anyway? Are we big enough for the job? I must say what is in my heart. The first time I met with the deans of men was at Illinois. We discussed the same problems as now. The next time, the same old problems were discussed, as well as the next time. We had little of mechanical devices for solving these problems. Today we have so surrounded ourselves with mechanical records, that we may have ceased being personalities and have become machines.

"What does the university have to do but to develop personality? It must be done by the dean of men today or never. If we put off this task now, it seems to me we put it off forever.

"In the present day of statistics and correlations, tests are given for everything except the things worthwhile. The student is tested for everything except his outlook on life."

Then he closed with this poem:

"Look well to this day, for it is life,
The very life of life.
In its brief course lie all the varieties
and realities of your existence.

The bliss of growth
The glory of action
The splendor of beauty.

"For every yesterday is but a dream;
And every tomorrow is but a vision.
But this day well lived makes every yesterday
a dream of happiness
And every tomorrow a vision of hope.
Therefore look thou well to this day.
This is the salutation of the dawn."

I will ask you to remain silent and I would like to repeat a boyhood prayer that has been helpful:

O, Father, Thy kingdom come. Let the reign of divine truth, life and love, be established in me and rule out of me all sin; and may Thy word enrich the affections of all mankind and govern them. Amen.

PRESIDENT MILLER: Our former colleague, Stanley Coulter, was in educational work for more than 40 years. He was an active member of the National Association of Deans and Advisers of Men at the time of its inception in 1919, to the time of his retirement. He was President of our Association in 1923.

To an extent rare among those who have been selected to serve as deans of men, he had the attributes which one would associate with the idea, being congenial, kindly, sympathetic in spirit, which bespoke such a sincere interest in the welfare of the students that it brought a prompt and equally sincere response.

Combined with that, he had an exceptional talent for oratory in the finest sense of the word. He was much in demand at public gatherings. Over a long period of years, he spoke to groups, large groups of students, alumni, townspeople. Year after year, the program committee of the National Association found a place for him on the program, either for the keynote address or at the banquet. That, I think, was the finest tribute we could have paid to him. He was endowed with the ability to inspire an audience, and he used that ability to inculcate high ideals of character and scholarship and service to fellow men.

It was his privilege to win a form of immortality which it seems to me is one of the finest prizes this life has to offer. The results of

his work have lived on through a great multitude of students and through many deans who were inspired by his talks, and who in turn, have passed on that inspiration to others.

Surely, it seems to me, we can say in the words of the poet, that our colleague and friend, Stanley Coulter, was one who departing, left behind him footprints in the sands of time.

We have made this pilgrimage here this morning to pay tribute to a beloved colleague, and to pay tribute to a truly great man.

DEAN H. E. ENDERS (Dean of the School of Science, Purdue University): It has been your wish to put the wreath near the plaque inside the door, and perhaps you who knew Stanley Coulter may wish to step to the door and see the plaque from one side, because that represents a good expression of the man as you knew him.

Stanley Coulter came to this University in 1887. He completed 39 years here, and during that time, endeared himself to the students so much that the alumni insisted that when this building was erected in 1917, that it be named the Stanley Coulter Hall of Biology. It represents the interest of the alumni, the interest of the students, and that interest has grown.

I had the privilege of working with him for twenty years before his retirement, and then succeeded to the headship of the Department, and later, Dean of the School of Science. I knew him well, and I came to feel toward him as others do toward a superior for whom they have high respect.

We are very glad to have the plaque here, and when the wreath is placed at the foot of the plaque you who may pass, can see the part that you have done. We appreciate this pilgrimage; we welcome you to the building; and in honor of Stanley Coulter, we still retain in this building, all of the plant sciences, the animal sciences being in the adjoining building. They were moved out a few years ago.

I am very glad to have had this chance to be here and see you. I wish I could know each one of you as I knew Stanley Coulter.

PRESIDENT MILLER: Thank you, Dean Enders.

Now we shall proceed over to the next building just around the turn, to take the Conference photograph.

. . . The Ceremony ended at twelve-thirty o'clock. . . .

FRIDAY AFTERNOON SESSION

April 19, 1946

The Conference reconvened at two-ten o'clock, President Miller presiding.

PRESIDENT MILLER: The meeting will please be in order. We would like to have all the members of this panel up here.

Announcements

PRESIDENT MILLER: There is quite a list of the men who have served as President of the National Association, but there are only three who have the distinction of having been President for two years—"Scotty" Goodnight, Dean Gardner, and myself. Now, in that connection, I would like to say that some men are born great, some achieve greatness and some have greatness thrust upon them. "Scotty" Goodnight and Don Gardner achieved greatness. I am serving the second year because we couldn't have a meeting last year because the Office of Defense Transportation wouldn't let us.

Don Gardner, Dean of Akron, who is going to take charge of our meeting this afternoon, was Secretary of this Association for six years, and served as our President for two years. Don will take charge of the meeting for the afternoon.

... Dean D. H. Gardner, University of Akron, assumed the chair.

CHAIRMAN GARDNER: This organization was born, you remember, after the last war, and I think one of the first things that they had to talk about was the veteran, and I believe you have all been waiting to talk about the veteran again.

That is probably the greatest problem which confronts us. The program this afternoon is first, to hear from the Veterans Administration; then this group on my right is to be a panel representing the geographical areas of the United States. They are limited to ten minutes apiece, to bring out the problems in their area; and then we will have questions asked which we hope our speaker will be able to answer, or at least refer us to the proper source. We are fortunate this afternoon in having a college man, a man who has taught, a man who has been in army training, a graduate of Columbia. He is a sociologist and an educator, and he will talk to us on "Planning for Higher Education of the Veteran." He is Consultant to the Veterans' Administration, and it gives me great pleasure to introduce Mr. A. J. Murphy of the Veterans' Administration.

... Mr. A. J. Murphy continued, reading his prepared manuscript.
...

Planning for the Higher Education of Veterans

The veteran program is a major public concern. It touches directly half the people in the United States, 16 million veterans and 48

million members of veterans' families. The extent of the program may be measured in part by the fact that over 4,000 million dollars is appropriated to the Veterans Administration for the fiscal year 1946-7 alone for services and other benefits to the men who fought the war. The G. I. Bill of Rights, as it is called, is one of the most far-reaching pieces of social legislation of our time. It extends the concept of readjustment to include not only the disabled, but all veterans, in terms of all the basic needs. It provides mustering-out pay; readjustment allowance for any initial period of unemployment the veteran may have; re-establishment in his former job or assistance in finding another suitable job; loans up to \$8,000 for the purchase or repair of homes, farms, or business establishments, guaranteed up to 50%; and education at government expense with subsistence of \$65 or \$90 a month and tuition up to \$500 a year for a period corresponding to a veteran's length of service, plus one year, and many other benefits.

The education program with which we are concerned today is a vital and integral part of this larger program. At least four groups are concerned in this program—the Veterans Administration which administers it, the veteran who is the recipient of the benefits, the public which pays the taxes on which the program depends, and the schools, colleges, and other institutions which furnish the education. Since this is a *cooperative* program, it is essential that it be understood in its broad outlines and in certain specific details by all the parties concerned, particularly by the schools and colleges whose function and privilege it is to carry out the training made possible by the legislation.

Since our time is limited, it will be necessary for us to confine ourselves to certain questions which are pertinent to educational planning. From the point of view of our interest the following questions seem to be important. You will want to know:

The present status of the program. How many applications and actual enrollments are there to date?

How many veterans plan to secure education in the future?

How many of these will be coming to our colleges and universities?

What will be the veteran enrollment in colleges and universities in the fall?

What preparation must be made in terms of institutional capacity?

What are the characteristics of the veteran—education, age, marital status, etc.

What are the trends in the program which are significant for planning?

What courses will the veteran want?

How important is guidance in the veteran program of education and training?

What guidance service is provided by the Veterans Administration?

What are some of the training and education problems?

These questions are important generally, but they are particularly important to a group which is interested in the planning and guidance aspects of education.

Interest and enrollment in the program to date.

As of March 31, 1946, 11,300,000 veterans had returned to civilian life. Out of that number 1,700,000, or 15%, had applied for training and 380,000, or 3.3%, had enrolled in courses of training under Public 346.

As of the same date, 1,200,000 veterans of World War II were receiving disability pensions. Out of that number 300,000 or 24% applied for rehabilitation training and 64,000 or 5% enrolled in courses of training.

There is thus a 15% interest in education under the "G. I. Bill" on the part of veterans as indicated by applications. There is a 24% interest in rehabilitation training as indicated by applications of disabled veterans. The total amount of interest in the program as shown by both groups combined is about 17%. The actual participation in both programs combined is about 4%. There is naturally greater interest shown by the disabled than by the able-bodied veterans because training to them is a matter of economic necessity, especially to those with disabilities of from 30% to 60%. Those with lesser disabilities do not need the program, or at least do not feel that they need it at present, and many of those with disabilities of 70% or more are not in the program for other reasons.

Concerning this question of interest, we must realize that we are dealing in this program with men whose educational careers have been interrupted and set back from two to four years. If it were not for this factor and its concomitants there would probably be a greater demand than there is at present. The fact is, however, that the older men grow the more it is likely that other things will interfere with education. It should nevertheless be of interest to educators everywhere to know the number of youth of average age, 26 (which is the average army age), who are interested in education when it is provided free with subsistence allowance, in other words, when millions of scholarships are offered.

But we cannot judge demand entirely by these figures. They are not absolute quantities but members of a series and when taken in relation to the figures of previous months. indicate a sharp trend upward in interest and enrollment. Comparative figures are as follows:

	<i>Aug. '45</i>	<i>Oct. '45</i>	<i>Feb. '46</i>	<i>Mar. '46</i>
No. of veterans	2,600,000	3,000,000	10,600,000	11,300,000
Applications (346)	6%	8%	10%	15%
In training (346)	2%	2.5%	2%	3.3%
No. of pensioners	500,000	630,000	1,100,000	1,260,000
Applications (16)	18%	24%	24%	24%
In training (16)	4%	6%	5%	5%

This 15% interest under 346 is thus seen to be a step in an upward curve. Projecting this increase as shown over a period of months, we may expect the application rate of 15% to double and the enrollment rate of 3.3% to double or treble.

Present figures tend to be depressed by the fact that there was a war emergency during the early part of the program, by present high wages, by the fact that the men discharged early in the demobilization program were older, more likely to have dependents, and of lower educational attainment than the men discharged later, and by the fact that men recently discharged tend to rest for six or eight weeks before undertaking education or work. The program has not yet become stabilized with respect to these factors. The rate of application and enrollment will probably rise markedly. The factors making for increased participation are the recent liberal changes in the G. I. Bill simplifying entrance requirements, increasing the subsistence allowance, etc., the increasing amount of information about veteran benefits under the G. I. Bill, and perhaps most important, the fact that this coming fall will offer to a large number of veterans the only real opportunity they have had for entering at the beginning of a new term. You will recall that the beginning of the school year last fall came before the majority of our men returned from abroad.

How many veterans plan to secure education in the future?

The prediction that there will be an increase in the application and enrollment rate is borne out by a recent study. A follow-up of previously interviewed army separatenes two to four months after their discharge by a group of army technicians now in the employ of the Veterans Administration to check on the realism of their stated plans for education indicates that a "minimum of 8% and a maximum of 12% of all veterans will attend full-time school or college." The problem in any survey of intention is, of course, that of predicting future action from present plans. This check indicated that the actual performance exceeded the plans of the veterans. Indications at present are that the maximum figure may more nearly be approached, conservatively the figure may be 10%. Projected to the entire World War II veteran population of 15 million, this 10% means that 1,500,000 veterans may enter the program in full-time regular courses. Obviously no one can see the future and predictions are at best informed guesses. No one can predict with certainty where numerous variables affect the situation. If jobs are plentiful, for instance, and times are good, fewer veterans may be going into education; if, on the other hand, unemployment increases, larger numbers will go into education.

How many will be coming to our colleges and universities?

The answer to this question is basic to long term planning. At the present time considerably over half of the enrollment under the Servicemen's Readjustment Act is in colleges and universities.

This is where the bargains are, and this is where most of the veterans desiring education belong considering their age and previous training. Since 90% of all those planning to return to full-time school are qualified on the basis of previous education for college entrance, it may be presumed that at least 65% of those who plan to undertake full-time training will enter colleges and universities. This means that out of 1,500,000 veterans who will enter the program, almost 1,000,000 will probably seek education in colleges and universities. (This happens to be the identical figure of the prediction made by the Veterans Administration at the January 12, 1945, meeting of the Association of American Colleges at Atlantic City over a year ago.)

What will be the veteran enrollment in colleges in the fall?

Out of the 1,000,000 who will probably attend colleges and universities, how many will enroll or re-enroll in these colleges and universities next September? The answer to this question is basic to immediate planning. This is the \$64 question.

The best basis for a guess here is a recent survey made by the Veterans Administration of 1,686 institutions of college grade. According to this survey, 395,000 veterans are now in the universities and colleges of the country and constitute 34% of the entire enrollment. The institutions surveyed estimate there will be 695,000 veterans enrolled in the fall. Every indication points to the conclusion that there will be at least 600,000 veterans in institutions of higher learning in September.

The enrollment in September will probably be a peak enrollment. The predicted 600,000 represents over half of the estimated total enrollment in colleges and universities. Moreover, it is more than likely that those who intend to go to college or pursue professional careers in universities will, because of the length of professional preparation, do so in the beginning. Those who intend to go into trade or industrial training, or into on-the-job, or part-time training may have good reason for delaying entrance, but those who are preparing for professional careers can have no such reason.

What does this enrollment mean in terms of institutional capacity?

We hear much today about the over-crowding of the colleges and universities. The impression of bursting is of course created by the fact that some are crowded to capacity while others are not. Those which are not do not announce it, while those which are full shout it from the housetops. If the veteran college population in September should increase to the figure mentioned, namely, 600,000, what would this mean in terms of institutional capacity?

In this connection you will be interested in the survey of enrollment and capacity in institutions of higher education recently made by the Veterans Administration. In answer to a questionnaire sent to 1,686 institutions of Junior college level or higher, replies were received

from 1,029, or 61% of the institutions representing 67% of the total enrollment based on 1940 statistics. To estimate the result had all the institutions replied, the percentage relationship of the figures reported by the 1,029 institutions to the 1940 enrollment for the same institutions was used to obtain estimates for those institutions not reporting. On this basis the present enrollment in the 1,686 institutions is estimated at 1,160,000. This is 340,000 less than the peak enrollment of 1,500,000 in institutions of higher learning in 1940.

The present capacity of these institutions of higher learning is estimated by the institutions themselves to be 1,372,000 and their estimated capacity for the fall, allowing for an actually realizable 22% increase above present capacity, is estimated by the institutions to be 1,673,000. This leaves a margin of over half a million classroom seats to spare now and with an estimated fall enrollment, including all veterans, of 1,558,000 there will still be over 100,000 seats to spare.

Thus, if all the colleges, universities and Junior colleges should be utilized evenly by veterans seeking education in the fall there would be room for all of them within the estimated capacity.

The trouble with these figures is, of course, that they presume an even distribution. In actual fact some of the institutions will be overcrowded and will have to turn veterans away, while other institutions will not be realizing their capacity. There is needed, therefore—and the problem is being faced by the Veterans Administration—a clearing house providing information to every advisement and guidance center and every institution of higher learning, on the present enrollment and capacity of every institution by states so that veterans making application may be factually advised as to where the openings are. Most of the veterans may want to go to the larger and more famous institutions. That of course has never been possible even under normal conditions and most of us here realize that the smaller institutions are likely to give as good a college education as the larger ones.

It might be desirable for the veteran to take the first two years at a recommended institution and then be transferred to the institution of his choice later on. There is usually more room in the junior and senior classes than there is in the freshman or sophomore classes. This problem of referral will of course involve difficulties of residence and other matters, but it can be worked out if essential up-to-date information is in the hands of all who advise veterans. The problem of large numbers is susceptible of numerous solutions, including double shift lecture hours, the same lecture given twice, by "extension courses" in additional buildings, and in other ways.

What are the characteristics of the veteran in terms of age, education, marital status, etc.?

Planning obviously depends not only on numbers but on student characteristics. The average age of the men in the armed forces in 1945 was about 26. The average veteran is today about 27. The

average age of the men receiving pensions was close to 30. The average ages of the men under both of the educational programs administered by the Veterans Administration are younger. The average age of the men in the education program under Public 346 is 25. The average age of the men in the rehabilitation program under Public 16 is 26. The great majority of those entering colleges and universities are under 25. The men being discharged now are on the whole younger than those discharged during the early demobilization and have other characteristics usually associated with plans for school.

Perhaps the most interesting set of figures on veteran characteristics concern education. A comparison between the educational background of the men of World War I and World War II is nothing short of startling. In World War I 80% of the men were on the elementary school level; in this war only 26% are on the elementary school level! In World War I only 9% were qualified for college entrance; in this war 41% are qualified for college entrance!

The United States in World War II had the best educated army the world has ever seen. The educational levels were as follows: 26% were at the elementary school level; 33% were in high school; 29% were high school graduates; 9% had some college education, and 3% were college graduates. This explains why so many of the men are entering colleges and universities, and definitely places upon the institutions of higher learning the major responsibility for the success of veteran education.

Marital status is another one of the characteristics which should be of interest to Deans of Men and others who plan for student welfare. Somehow we seem to have slipped up on this matter. If we had paid more attention to the obvious fact that age and marriage are correlated we should have realized that a number of veterans would be married and this simple observation would have suggested the need for housing for couples. In the armed forces 43% of the men were married. In the rehabilitation program 33% of the trainees are married and in the educational program only 18% are married.

It is seen from these figures that marriage, together with age and related family and economic responsibilities are strong deterrents against entrance into the educational program. Most of the older men and the men who are married are going into the skilled trades and are learning on the job while receiving wages. Probably not more than 10% of the veterans going to colleges and universities are married.

To sum up the pertinent facts on characteristics, the majority of the men undertaking education are under 25, have the prerequisites for college entrance, and are single. There is need, however, for provision for the older married students.

What are the trends in the program which are significant for planning?

Changes are taking place in the program because of changes in the characteristics of the discharges and also because of the liberalized provisions of the Servicemen's Readjustment Act introduced by amendment. The early discharges of 1943-45 were older and on the whole had more dependents and less schooling than the men remaining in the armed forces. Perhaps the most important characteristic militating against the pursuit of education in our civilization is age. Age in itself is not a deterrent to educational success, but it is associated with factors which are, such as marriage, children, and economic responsibility, therefore the proportion entering the program will be increasingly smaller.

Changes are also related to social and economic conditions. The educational program was relatively small in the initial stages because of the urgency of the war effort and the opportunity to secure high wages. However, the men who looked forward to professional careers, realizing the length of training required, entered early. Thus it was that the early program was characterized by small numbers with a heavy emphasis on college and university training. After VJ-Day there was a strong trend toward trade, business and technical courses and this trend continues. The majority of trainees, however, are in institutions of higher learning, colleges and universities.

In the future there will probably be an increase in the number taking on-the-job training and also an increase in part-time training. One of the greatest needs in education today is that of part-time training suitable to adults.

What courses will the veteran want?

Colleges and universities have to plan not only in terms of numbers but in terms of courses. It takes time to engage instructors and to prepare teaching material. What the veterans will want is perhaps best gauged by what they have asked for to date. A study of the courses chosen by 15,000 veterans under Public 346 and 15,000 under Public 16 should therefore be of interest.

Leading Courses Under Public 346, as of August, 1945

Professional and semi-professional (total 10,560)	Art.....	195
College.....	Veterinary, mec.....	188
Dentistry.....	Theology.....	163
Medicine.....	Journalism.....	147
Education.....	Drama.....	122
Law.....	Engineering, chemical.....	197
Engineering, misc.....	Commercial art.....	119
Agriculture.....	Mortuary science.....	108
High school, misc.....	Photography.....	101
Engineering, electrical.....	Pharmacy.....	94
Music.....	Drafting.....	91
Accounting.....	Graduate school, misc.....	90
Engineering, mechanical....	Engineering, civil.....	76
	Chiropractic.....	66
	Optometry.....	59

Engineering, aero.....	56
Architecture.....	56
Physical education.....	38
Air instruments.....	37
Economics.....	35
Dental mechanics.....	33
Social work.....	31
Forestry.....	27
English.....	27
Science, misc.....	26
Chemistry.....	24
Engineering, industrial.....	20
Aviation.....	20
Political science.....	19
Engineering, mining.....	19
Psychology.....	17
Radio operator.....	17
Foreign languages.....	15
Mathematics.....	14
Tool drafting.....	13
Social science, misc.....	13
Philosophy.....	11
Engineering, structural.....	10
History.....	10
Nursing.....	10
Public speaking.....	9
Designing.....	9
Engineering, petroleum.....	8
Biology.....	8
Osteopathy.....	7
Interior decorating.....	7
Tech. laboratory.....	7
Library science.....	6
Animal husbandry.....	6
Physics.....	5
Physiotherapy.....	5
Engineering, radio.....	4
Geology.....	4
Military science.....	4
Agronomy.....	4
Poultry husbandry.....	3
Aviation.....	3
Massage.....	3
Meteorology.....	2
Statistics.....	2
Dietetics.....	2
Home economics.....	2
Anthropology.....	2
Horticulture.....	2
Literature.....	1
Estimating.....	1
Psychological testing.....	1
Personnel work.....	1
Bacteriology.....	1
Zoology.....	1
Surveying.....	1
Dancing.....	1

Miscellaneous..... 606

Managerial and official (2165)

Business administration.....	1935
Commerce.....	128

Traffic management.....	23
Banking and credit.....	20
Public administration.....	13
Retail management.....	12
Hotel management.....	7
Advertising.....	6
Insurance.....	5
Real estate.....	5
Foreign trade.....	4
Office management.....	2
Purchasing.....	1
Pilot course.....	1

Clerical and sales (154)

Secretarial course.....	69
Stenography and typing.....	28
Bookkeeping.....	19
Salesmanship.....	15
Office clerk.....	13
Telegraph operation.....	4
Business machines.....	3
Ticket agent.....	2
Shipping and receiving.....	1

Personal and protective service (208)

Barbering.....	105
Cosmetology.....	73
Police, detective.....	19
Miscellaneous services.....	6
Cook or chef.....	5

Farming..... 3

Skilled and semi-skilled trades (1910)

Radio repair.....	440
Refrigerator repair.....	252
Mechanics.....	209
Electrician.....	209
Watch repair.....	138
Machine shop.....	100
Auto repair.....	80
Airplane engine mechanics.....	57
Pattern making.....	52
Miscellaneous trades.....	51
Fuselage mechanic.....	48
Welding.....	43
Diesel engines.....	34
Shoe repair.....	32
Printing.....	30
Plastics.....	20
Tailoring.....	20
Textiles.....	17
Musical instrument repair.....	16
Plumbing.....	14
Cabinetmaking.....	14
Building construction.....	14
Telegraph.....	13
Linotype operation.....	11
Auto body work.....	10

Sheet metal.....	9	Optical lens grinding.....	3
Motor repair.....	8	Motion picture electrician...	3
Carpentry.....	8	Bus driver.....	2
Baking.....	7	Photo engraving.....	2
Office machines repair.....	7	Cosmetics.....	2
Dry cleaning.....	7	Neon sign repair.....	2
Photo finishing.....	7	Auto radio repair.....	1
Jewelry making.....	6	Upholstering.....	1
Painting.....	6	Mason.....	1
Household appliance repair..	6	Foreman.....	1
Industrial maintenance.....	3		

**Course Selections of 338 Colored Veterans, Public 346
(3rd 5,000 Cases)**

College.....	56	Accounting.....	4
Auto mechanics.....	27	Art.....	3
Barbering.....	26	Architecture.....	3
Radio mechanics.....	19	Industrial arts.....	3
Music.....	14	Dentistry.....	3
Agriculture.....	13	Undertaking.....	3
Welding.....	12	Beauty culture.....	3
Shoe repair.....	11	Medicine.....	2
Engineering, elec.....	10	Pharmacy.....	2
Mechanics.....	10	Sociology.....	2
Electricians.....	8	English.....	2
Tailoring.....	7	Commercial art.....	2
Education.....	6	Carpentry.....	2
Natural sciences.....	6	Dry cleaning.....	2
Business administration....	5	Cooking.....	2
Commerce.....	5	Refrigerator mechanic.....	2
General business.....	5	Dental mechanic.....	2
Secretarial.....	5		
Machine shop.....	5	An equal number of subjects have	
Law.....	4	1 trainee each	

Leading Occupational Objectives Under Public 16 as of June 30, 1945

Professional and semi-professional (total 6,974)		Radio operators.....	82
Accountants and auditors...	1034	Physicians.....	76
Teachers.....	766	Dentists.....	66
Engineers, mechanical.....	474	Economists.....	65
Lawyers.....	425	Athletes, coaches, etc.....	65
Engineers, electrical.....	406	Foresters.....	57
Laboratory technicians.....	374	County agents.....	56
Draftsmen.....	327	Veterinarians.....	53
Commercial artists.....	268	Architects.....	52
Writers.....	231	Designers.....	52
Engineers, civil.....	183	Decorators—window trimmers.....	48
Chemists.....	164	Agricultural technicians, etc.	48
Photographers.....	156	Engineers, mining.....	43
Social workers.....	137	Engineers, industrial.....	33
Musicians.....	121	Employment managers.....	31
Undertakers.....	115	Biologists.....	30
Engineers, chemical.....	107	Agronomists.....	26
Pharmacists.....	107	Chiropractors.....	26
College instructors.....	101	Artists, sculptors.....	25
Personnel directors, etc.....	94	Bacteriologists.....	22
Clergymen.....	93	Geologists.....	22
Optometrists.....	88	Chiropodists.....	22
		Actors.....	22

Radio announcers.....	19
Psychologists.....	18
Horticulturists.....	14
Research workers.....	12
Statisticians.....	10
Specification writers.....	9
Job analysts.....	9
Librarians.....	8
Sociologists.....	7
Physicists.....	7
Zoologists.....	6
Translators.....	6
Nurses.....	5
Physiotherapists.....	5
Entomologists.....	5
Technicians, broadcasting...	5
Surveyors.....	4
Anthropologists.....	2

Managerial and official
(Total 593)

Business officials.....	162
Managers, retail stores.....	84
Advertising agents.....	64
Sales managers.....	58
Buyers, retail, wholesale....	56
Managers, industry.....	24
Managers, hotel & rest.....	23
Managers, officials, misc.....	20
Production managers.....	18
Banking, insurance, etc.....	16
Purchasing agents, n. e. c....	15
Wholesale jobbers.....	14
Managers, service estab.....	7
Contractors.....	6
Inspectors, public service....	4
Motion picture officials.....	4
Commercial officials.....	4
Credit men.....	3
Officials, lodges, unions.....	3
Public officials, n. e. c.....	3
Superintendents, buildings...	2
Transportation officials.....	2

Clerical and sales (total 1275)

Bookkeepers and cashiers...	436
Clerks, office.....	255
Sales persons, store.....	115
Sales agents.....	112
Secretaries.....	51
Salesmen to consumers.....	48
Stock clerks.....	41
Salesmen, insurance.....	36
Stenographers.....	34
Shipping clerks.....	31
Salesmen, real estate.....	25
Hotel clerks.....	21
Ticket agents.....	12
Office machine operators.....	12
Sales clerks.....	11
Telegraph operators.....	10
Coding clerks.....	9

Agents and appraisers, n.e.c.	9
Checkers.....	8
Auctioneers.....	3
Library helpers.....	3

Personal and protective services (total 203)

Barbers, beauticians.....	146
Cooks.....	28
Stewards.....	8
Police and detectives.....	5
Building service workers....	5
Hospital attendants.....	4
Bartenders.....	2

Agriculture (total 287)

General farmers.....	105
Poultry farmers.....	46
Livestock farmers.....	31
Farm managers & foremen..	18
Dairy farmers.....	16
Farm mechanics.....	15
Nursery operators.....	14
Truck farmers.....	9
Nursery laborers.....	9
Gardeners.....	7
Fruit farmers.....	5
Hatchery men.....	4

Skilled and semi-skilled trades
(total 5,316 and 325)

Auto mech. & repairmen....	775
Radio repairmen.....	606
Household appl. servicemen.	526
Watchmakers.....	437
Refrigerator mechanics.....	298
Office machine servicemen...	293
Electricians.....	284
Machinists.....	278
Shoemakers.....	272
Misc. mechanics.....	238
Diesinkers and toolmakers..	159
Printers, lithographers, etc..	146
Opticians, lens grinders.....	126
Airplane mechanics.....	121
Upholsterers.....	99
Tailors.....	98
Cabinet makers.....	89
Maintenance mech., misc....	80
Plumbers.....	55
Radio manufacturing.....	45
Tinsmiths.....	41
Pattern and model makers..	35
Laundry and dry cleaning...	35
Stationary engineers.....	34
Plasterers.....	29
Plastic products workers....	29
Machine shop workers.....	26
Textile workers.....	24
Carpenters.....	24
Scientific instrument mfg....	22

Welders.....	21	Dairy product workers.....	7
Painters.....	18	Furniture processors.....	7
Electric equipment mfg.....	15	Electroplaters.....	6
Trades and services, n. e. c..	15	Woodworkers and repairers..	6
Linemen.....	15	Masons.....	6
Engravers.....	14	Glass workers.....	6
Bakers.....	14	Piano tuners.....	5
Photographic processors.....	13	Paper hangers.....	4
Motion picture projectionists	12	Automobile workers.....	4
Leather goods processors.....	12	Blacksmiths.....	3
Meat cutters.....	12	Molders.....	3
Electric motor repairers.....	8	Rubber goods processors....	2
Locksmiths.....	8	Crane and shovel men.....	2

It is interesting to note that under Public 346 general college courses head the list. This promises well for cultural education. Dentistry has the highest rank for a single subject with 1,219 trainees. Thus the Public 346 program appears to be taking care of over one-third of the dentists in training in the United States on the basis of 1940 figures which showed 2,900 in training. The engineering studies account for 1,200 enrollments. Medicine, education and law stand very high on the list. On the whole the program is characteristically professional. Out of the total of 15,000 veterans represented in this listing, 10,560 were in professional and semi-professional courses, 2,165 were in managerial courses, 154 were in clerical and sales courses, 208 were in personal and protective services, and 1,910 were in training for the skilled trades. Agriculture under this program is on the college level.

This study was made on three groups of 5,000 trainees in consecutive periods. Trends in the choice of subjects are thus available and will be of interest. The following subjects show a decrease in enrollments in each successive group: education, general engineering, art, journalism, dentistry, veterinary medicine, optometry, business administration. The following subjects show an increase in enrollment for each of the successive groups: theology, music, civil engineering, electrical engineering, commercial art, airplane instruments, chiropractic, drafting, photography, cosmetology, tailoring, watch repair, machine shop, welding, electrical work, radio repair, plumbing, airplane engines.

Whether these tendencies in enrollment downward or upward are in the right direction depends primarily upon the occupational outlook and the changing character of the groups entering the program at different times. As stated, the first group of 5,000 in the study included a large number of men with long-term professional plans. This in itself would explain the decrease in professional training shown in the figures. This decrease is probably temporary and will be offset by the choices of the younger men now coming into the program.

While your interest is primarily in training under the Servicemen's Readjustment Act, you will also be interested in the course choices of our disabled veterans. Under the rehabilitation program accountants and auditors, teachers, engineers, lawyers, laboratory

technicians, draftsmen, commercial artists, writers, chemists, photographers, social workers, musicians, pharmacists, personnel directors, clergymen, optometrists, radio operators, physicians, dentists, economists head the list.

I shall not comment on the courses being taken by the men undergoing rehabilitation because of limitations of time, except to say that the list represents fields of work essentially suitable to the disabled. Few of the occupations require heavy exertion, few require stooping or lifting. Clerical work, art work, accounting, drafting require little more physical exertion than that required to move a pencil. While there are a great many mechanics and engineers most of the work will be found to be light work such as that required of typewriter repairmen, electricians, radio repairmen, etc. The list would seem to be highly appropriate to the disabled which is one of the fundamental considerations controlling the program. In the second place the list represents fields of work requiring considerable training. A long-term training requirement for an occupation is a method of overcoming a handicap quite apart from the usual sense of substituting one set of skills for another—in other words, long training puts the disabled in a position where he can compete in a smaller field.

It is hoped that the above statement of courses taken by veterans will give those responsible for planning college programs some idea of what the veteran wants.

How important is guidance in the veteran program?

The importance of guidance in the program of education and training as well as in the program of rehabilitation cannot be overstressed. Everyone entering an educational program in preparation for life and work needs guidance. Our veterans have been away from civilian life and pursuits for a long time. They are at one of the rare points in life when it is necessary to make positive decisions. The youth under ordinary circumstances can afford to flounder a bit and put off decisions; the veteran cannot. Guidance of high quality for veterans is therefore exceedingly important.

You as Deans of Men, primarily interested in guidance, can be of great service to the veteran and to the whole program of veteran education if you will advise advisement, in other words, if you will suggest to the veteran that he should avail himself of the Advisement and Guidance services provided by the Veterans Administration in each of its regional offices and in the 200 and more guidance centers in universities and colleges. This guidance service was set up primarily to serve disabled veterans seeking rehabilitation. However, all these guidance facilities are open to veterans seeking training under the Servicemen's Readjustment Act. While all of the disabled veterans seeking rehabilitation receive guidance, relatively few of the veterans entering education or training under the Servicemen's Readjustment Act are requesting it. Many more of them should.

The Veterans Administration, realizing the importance of the decisions which veterans will make now in adjusting themselves to civilian life has left no stone unturned to provide the best possible counselling service. Most of you are acquainted with this service.

What guidance service is provided by the Veterans Administration?

The Veterans Administration has provided guidance centers in its own offices and in colleges and universities throughout the United States. While this service is not perfect by any means, it represents a decided advance over what has heretofore been generally available. I wish here to point out the importance of a professional and scientific approach to the guidance problem. The best vocational advisor of the old school is not good enough for the veteran today. Guidance has advanced as a science and an art far beyond where it was just a few years ago. The vocational advisor of a few decades ago can be compared to the doctor who learned by experience alone. He used tests, of course, but his experience could not possibly extend beyond a first-hand knowledge of, let us say, a dozen or two dozen occupations. He could not possibly have the resourcefulness of a less able man with modern equipment, batteries of tests, occupational dictionaries and files of job descriptions and related matters.

The counselling and guidance provided by the Veterans Administration in approximately 300 centers is detailed and thorough-going to avoid the possibility of costly mistakes. The interview goes into every factor of the individual's life history, his education, vocational training, other special training, retardation or acceleration, aptitudes as shown by tests and occupational experience, education and employment of his parents and siblings, early interests as shown by hobbies and extracurricular activities, boyhood or vacation work experiences, employment experience including jobs prior to enlistment, jobs since discharge, reasons for leaving his jobs, military or naval service experience having occupational significance, present employment status, present job if any, preferences for employment, his justifiable ambitions, his pattern of physical and mental disabilities and abilities, his financial needs and other factors making up the total situation on which decision is to be based. The findings on personal qualifications and characteristics thus derived are then related to occupational and industrial patterns in the state or region in which the veteran plans to live. A survey of the facts concerning the interrelationship of the individual and the economic situation in which he must make an adjustment serves to liberate the advisor from the control of his narrow personal experiences and hobbies. Merely hitting on one objective suggested by the veteran or the advisor or pushed into prominence by the situation without exploring all the possibilities is regarded as inadequate and too haphazard to constitute good advisement.

Every disabled veteran must receive guidance. The veterans' advisor, therefore, must not only know what advisors as a class know but he must be familiar with the vocational significance of

medical diagnoses; he must understand work from the point of view of the specific physical or emotional abilities required to perform it which are not usually taken into consideration in ordinary vocational counselling. In other words, he must know occupations not only from the point of view of suitability to levels of ability, interest and compensation, but from the medical point of view and from the point of view of loss of function, amputation, injury, or disease, and the emotional concomitants of such disabilities. He must know how to relate military occupations and skills recorded on the soldier's qualification card to approximately equivalent civilian occupations and skills and how to estimate the difference for retraining purposes. He must be familiar not only with the Dictionary of Occupational Titles, job descriptions, job families, job levels, occupational outlook surveys, and industrial trends, but also with handbooks showing the physical demands, hazards, and climatic and other conditions of various occupations. He must know what kinds of work are suitable and unsuitable for tuberculous cases, neuropsychiatric cases, epileptic cases, and cases of chronic progressive disease. He must know the distinguishing characteristics of veteran and civilian psychology, particularly employer psychology, and the veteran's typical attitudes toward his disability, his training and his occupational adjustment. In other words, the modern guidance expert must not only be a technician, but an artist in dealing with human problems.

When the veteran has been interviewed and tested and an estimate has been made of his various abilities and needs, the advisor goes to work building up a comprehensive list of the various kinds of occupations which may suit the particular case. When this list is complete each occupation is analyzed in terms of its correspondence with the veteran's characteristics and the factors of his personal situation, and those occupations which are in any way unsuitable are eliminated. Finally when out of the various possible objectives one is chosen, it is studied and checked and cross-checked in the light of the individual's pattern of interests, needs, abilities, disabilities, desires, and the place where he intends to reside.

I have described the elements of the guidance process primarily to show how it differs from the older method of subjective judgment of individual characteristics and the process of hitting upon a vocational objective because it was suggested by something in the situation. Of course, professional vocational advisement costs money, but it is well worth it if it prevents costly mistakes in rehabilitation and education.

The program of the Veterans Administration is aimed at providing whatever guidance is necessary in order that the veteran may be properly adjusted. For many veterans guidance in the selection of an occupation or of an educational objective may be all that will be required. Other veterans may need assistance in personal problems, in resolving mental conflicts and in attaining emotional and intellectual stability. The Veterans Administration plans to furnish

whatever counselling service may be required in the case of the individual veteran. Each veterans is counselled in accordance with his needs as a person and educational and vocational guidance are not given without reference to the consideration of other problems which may be affecting his life.

It is not necessary to point out the almost innumerable problems which require guidance. Many of the veterans coming to your institutions will fail. If they are trainees under the Servicemen's Readjustment Act, they may decide to try something else and to give up education entirely. These men need what might be called terminal counselling. If they are trainees in the rehabilitation program, they will need further advisement from the appropriate official of the Veterans Administration.

As stated in the beginning, this is a cooperative program. It must be understood by all the groups concerned, particularly by the schools and colleges whose business it is to carry it out. It is hoped that the figures on enrollment and the information on courses and guidance will be of some help in planning for the best possible service that can be rendered to the men who fought and won the war.

CHAIRMAN GARDNER: Thank you, Mr. Murphy, for this background, and the data, and now that we have an outline of what the situation is, we are going to turn over to this panel and try to get a picture of how this thing seems to be functioning in the geographical areas of the country.

We will start this panel by beginning in the State of Indiana, with Bob Bates of Indiana University.

DEAN ROBERT E. BATES (Indiana University): Don, and Gentlemen:

I don't believe that our problems in this area are greatly different from those which all of you have faced in your own communities. All of the institutions, especially the larger ones, have been flooded with applications for admission, and most institutions have had to put on the brakes in some way or other, to see where they are going to stand as far as next fall's enrollment is concerned.

Although the limitations of staff and facilities may be the number one problem, as suggested by Mr. Stewart this morning, I think that the housing problem has been the one which has concerned us most up to this time. You have all been occupied, unwinding or cutting red tape in trying to provide additional housing facilities.

I would like to turn to one or two specific points which affect all institutions in the training of veterans. It goes back primarily, to this guidance problem to which Mr. Murphy has referred.

At Indiana we are very much concerned over certain provisions in Circular 61, issued last month, by the Veterans' Administration. In that circular, there are two innovations which disturb us more

than a little bit. The first is that each veteran under Public Law 346 will be assigned to a training officer, a procedure that has been limited up to now to those under Public Law 16.

The second is that for purposes of Public Law 346, it is necessary that a definite course be set down in writing.

Regarding the first of these, it seems to us that this is a complete duplication of the counseling system which is in force in our institution.

Like many, we have provided for the adjustment and counseling needs of our students. In our case, by setting up a Junior Division, to which all entering students are assigned for the purpose of taking care of their needs in this direction.

These counseling activities are considered to be an integral part of the university's educational program, and it is part of our job to provide this service to all students—veterans and non-veterans alike—and it must be coordinated with the rest of the university activities.

Counseling can be overdone, and the proposed program under Circular 61, when added to any adequate university program, is overdoing the job.

I don't need to tell the members of this Association whose work depends to a very large extent on personal contact, that too frequent contact with the student will destroy the effectiveness of their efforts quicker than anything else. Students are not eager to respond to repeated calls for conferences, and any indication that some of these conferences are superfluous will certainly not assist any of us in our efforts.

More serious complication arises from the conflicts that frequently come up between university counselors and the Veterans' Administration training officers. These conflicts are inevitable when you have two agencies whose authority overlaps to the extent proposed.

Last semester we made a survey of the scholastic standing of veterans, and found that the veterans under Public Law 16, who had had whatever benefits there are from the Veterans' Administration counseling program, made a lower record than those under 346, who had to get along with our own counseling program.

We have something over 2,200 students under P. L. 346, and we expect that number to go up to 3,400 by fall. Under this new arrangement we would be provided with 12 additional training officers—one for each 300 students under P. L. 346. But in view of our own counseling program and the limited amount of space in university buildings, which is by no means limited to housing, these training officers seem to be neither worth the space that they would occupy, nor the confusion that they would cause.

As to the second provision of this circular, there may be colleges or universities where it is practicable to put down at the beginning

of a student's training, his entire course in writing. With us, it would be a waste of time. In the first place, this provision completely ignores the fact that two out of three students that enter the university, are either undecided on what they wish to do or what course they wish to follow, or make a major change in their objective during their college course. And if we got down to the fine point that some of our training officers require—for example they wish to know, not that a student is interested in accounting, but whether he wants to be a general accountant or a cost accountant, the percentage of those changing their objective would increase from 66 to practically 100. We think he is doing pretty well if he knows he wants to go into the school of business. The fact that the course of study which he would follow for these two types of accounting work are practically identical seems to be of no consequence.

The state Veterans' Office took us to task some time ago for permitting students under Public Law 16 to change their vocational objective without proper authorization. We inquired as to the specific case referred to. They called our attention to a student who had given as his objective personnel management. It seems this student had graduated from the School of Business, and like all other students in the School of Business, had received a degree, Bachelor of Science in Business Administration. He had, as a matter of fact, followed the curriculum for general business, which permitted him to take as much work in the field of personnel management as the curriculum set up for that special purpose, and although he was considered to be perfectly well qualified for work in personnel management, the fact that he had had this broader training enabled him to take a position in the sales field, and he was so employed at the time this inquiry was made.

This tendency of students to change their objectives as they learn of other fields and discover their own aptitudes and limitations is a perfectly normal part of education; so much so in fact, that our Junior Division does not encourage entering students to decide on a definite course of study until they have had a chance to learn more about these fields, and more about themselves.

Even if a student knows what he wants to do, it is not practicable in a vast majority of cases, to set down in writing the definite course that he will follow. There is a considerable amount of flexibility in the program of the university. There are some specific courses required, some fields in which he must select courses up to a specified amount. In other cases, he has a free elective program, and no student is prepared to select these courses intelligently at the beginning of his training, and certainly he should not be required to do so just to fill out some papers.

There are additional problems, such as conflicting class hours, classes that are filled to capacity, several considerations which would require changes, continual changes in any program that is set up at the time that the student enters college.

After three and one-half years in the army, I am quite willing to admit the advantages of a certain amount of paper work, but I cannot go along with the program which overlooks the fact that students are not in a position to determine their courses in detail (nor are we in a position to determine that for them) just to take care of paper work. That is the job of the university counseling program as the student progresses, and is based to a large extent on the directions in which his interests and aptitudes seem to lie.

To sum up, we are concerned as to whether our university is going to be run by the university or the Veterans' Administration. It is true that the circular that I have referred to specifies that the supervision will be of the student, and not of the institution, but in practice, it is impossible for the Veterans' Administration to supervise the student to the extent proposed, without exercising considerable supervision over the institution, and that is prohibited by the Readjustment Act.

We have consistently maintained that we are happy to accept all qualified veterans up to our capacity, and we have made extensive provisions to take care of their needs, including an office of veterans' affairs, which serves as an advising service, and as a liaison agency with the Veterans' Administration, but we have insisted that our relations with the Veterans' Administration be the same as our relation to the parent of any other student, and we do not give special reports on scholarship and conduct and attendance to the Veterans' Administration that we do not give to other parents.

We feel very seriously that the provisions of Circular 61 referred to are not in agreement with the general plan; that the Veterans' Administration should not supervise the institution. (Applause)

CHAIRMAN GARDNER: Thank you, Bob. We will now jump to Wyoming and hear from I believe the only regular soldier up here, Major Daly of the University of Wyoming, Major Daly.

MAJOR B. C. DALY (University of Wyoming): Colonel and Gentlemen:

I am fortunate or unfortunate, according to your decision, that I have no official relationship with the veterans at the University of Wyoming, except as to noticing that my door is generally open. They come to me for guidance, not primarily to be integrated as a whole person, but to find out where to go for something.

I haven't seen Circular 61, and so when I reached the meeting last night and found that we are in intimate danger of being taken over by the Federal Government, I refused to view that situation with alarm.

Our relations at Wyoming, with the veterans and the Veterans' Administration, have so far been altogether pleasant, and I trust mutually cooperative. The University has the Dean of its Law School, as veterans' director. He was a veteran of the First World

War. Most of the men who have been sent there by the Veterans' Bureau, fortunately for us, are graduates of the University of Wyoming, and so, I think are likely to interpret whatever regulations they have to interpret, in the light not only of their responsibilities to the Government, but also in the light of their own knowledge and experience as students at the University of Wyoming.

One of our veteran men, who is employed by the University, was for two or three years, an educational and vocational counselor in our big airfield near Santa Anna, California, and so he brings to that particular job, not only a knowledge of what the veterans want, but considerable experience in having advised them when they were still in the service.

We have the housing problem there, and it might have been particularly acute if our geographical situation had not protected us to some extent from an unreasonable influx. We have now, about 1,550 students, and that is, I should say, 60 per cent over our last spring quarter enrollment. The veterans are still coming in.

Laramie is a small community with no suburbs to speak of. It is not an industrialized community, so we could not bring in any local housing. Our local housing has dried up for some reason.

Where five years ago we housed 1,000 boys and perhaps 250 to 300 girls in town, without any difficulty, now we are put to it to find space for 500 boys, and still 250 girls. Our dormitories are bursting at the seams, and it is quite possible that we will try to double capacity in behalf of the veterans, by putting in double-deck bunks.

But our veterans are distinctly against any such program. They want single rooms. They want special study space. They say that they have been accustomed to crowds, and now they would like to be alone.

To meet this housing situation, we are fortunate in getting 113 trailers, and 42 prefabricated houses. We have put them on the campus, and in the immediate vicinity of the campus, and now have quite a squatter-town. We have a mayor of trailertown, and the veterans' wives also have organized their own particular "Dames" Club, and so far we have gotten along harmoniously.

We anticipate a 100 per cent increase in enrollment for next fall. The President puts 3,000 as a minimum of students that we may expect next fall. To provide for those, we have been blessed by a government allotment of quarters for 846 single men and 240 families.

One thing that does concern the Administration is how are we to be paid for the prefabs and the trailers that we have already brought there at their own expense? The University had no money. The Legislature was not in session, so it was necessary to borrow more than \$100,000 to construct that temporary housing.

I think that takes up our housing situation as we see it. But as for guidance courses, the relations, as I say, so far, have been very harmonious.

We have a system of distributing advisory capacities among various members of the faculty, so that each one may have from 30 to 50 advisees. After his preliminary conferences, the veteran, just like any other student, goes to a regularly assigned adviser. We have had no trouble whatever as yet, with changes of programs. Those have been arranged in the customary manner. They get a change of college card, get it approved by the Veterans' Bureau first, and then it goes to the deans, and many such changes have been made. We have had some difficulty perhaps in personal adjustments.

One thing that I haven't heard stressed in any discussions here is the personal problem of the veteran who may be just in from New Guinea or some place, and is troubled with recurrent illness, malaria for instance, and sometimes the willies, if you can call it that, when they think an air attack is on. We provide for those through our health service, of course, and the veterans' hospital in Cheyenne is very close by, and many of our veterans go there. That entails a little procedure between the Veterans' Office and the dean of men. I have to clear people to leave the campus. I have to clear withdrawals, and sometimes a channel is missed or added. Such embarrassments, however, are temporary in nature, and cause no concern.

But I think our situation in Wyoming is happy. I feel even more sure that we are fortunate to have so many of them. We look for more. We hope to help them, and we are not living in fear of the long shadow of Federal domination. (Applause)

CHAIRMAN GARDNER: Dean J. L. Bostwick of the University of New Mexico, is going to tell us about the situation in the Southwest now.

DEAN J. L. BOSTWICK (University of New Mexico): I have heard quite a few remarks in these various sessions and in some of the private sessions I have had with some of the men here, about domination on the part of the Veterans' Administration and so on.

Our Veterans' Administration, fortunately for us, does pretty much as it pleases us. We have had no difficulty at all with their trying to tell us how to operate. They tell us that as long as the student is acceptable and doing good work, suitable to the university, that it is suitable to them. I don't know whether they are going according to all the rules of the Veterans' Administration or not, but we like the way they operate because they don't interfere with us in the least. We have an unusually fine man who has had a number of years of experience with the rehabilitation program in the state. He has worked with us there for probably five or six years, and he is one of the top men now in the Veterans' Administration. So our situation has more than one reason, perhaps, to be pleasant.

When I got back to the University of New Mexico last fall we took steps immediately to get something accomplished to keep the

boys who might come in from having to sit on the curb and wish they had a place to sleep.

Fortunately, we found six barracks buildings. The navy used them on a physics research project.

We got some army trucks, which cost us nothing at all, brought them down to the campus and set them up right next to the gymnasium. They will house ten men in each one, and we have six buildings. The boys who have lived in them have found no fault. We charge them just enough to cover what we think might be the cost of heat, light and water. They use the water facilities, bath and toilet facilities of the gymnasium right next to them. When we gave them a chance to move, at the end of the last term, into dormitories which would cost more money—incidentally, I meant to say that we charged \$2.50 a month for the boys to live in these buildings, which is fairly reasonable (Laughter)—when we gave them an opportunity to move to places where they would have to pay as high as \$7.50 or \$10.00 a month, they chose not to move. Being built of plywood, the main difficulty is that they do let the heat out very quickly after the sun goes down. But they did get along and they are still living there.

We have been very fortunate in getting a considerable amount of facilities at the air base at Kirtland Field, former B-29 base. We had a difficult time getting things under way. We started along about the first of October, trying to get that accomplished. There were eleven bachelor officers' quarters buildings, each capable of housing about 40 men in single rooms.

We started out to be very proper and go through the chain of command.

We went around and around and around that way, for three months and got exactly nowhere. Then we decided not to be so proper, and we started writing letters to men with some force of pressure behind them—our Senators, our representatives, and even Clinton Anderson who comes from Albuquerque, the Secretary of Agriculture. We really did get something accomplished. We got word from one of the Senator's secretaries to the effect that we should go ahead and send out word to these boys to come on in, and that the approval and permit to enter the area would be given to us in ample time.

We sent out from our office 250 wires and the day before the boys were to arrive, at four o'clock in the afternoon, we finally got word that we could go ahead and enter the area, and use it for housing facilities. We had to send a man down to Fort Worth, and sit right there at the desk of the right man, in order to get that word through in time to get something done. That would be one criticism that I would make that probably all of you have had similar experiences with—the difficulty of actually getting accomplished what you have every reason to believe will be finally accomplished. I would like very much to see something done to correct that situation, and I am sure you would.

At any rate, we now have space available out there for as many as 600 single men. Up to the time of issue of a recent bulletin, it was all for veterans, but now, if we are able to supply housing on the campus for some veterans, we can also put in some non-veterans.

Word should have come while I have been away from the campus, authorizing us to use the officers' club. This field is $2\frac{1}{2}$ miles from the campus and one of our problems has been feeding the boys on the campus when they lived out there. They had to stay on the campus and study all afternoon or devise some other means of entertainment until after about six-thirty in the evening when the dinner hour came along.

We still have our navy unit and they eat dinner ahead of the civilians, which means that these boys have to wait. We did finally work it out so that the civilians ate lunch before the navy, so that evened that up pretty well, and saved a little bit of hard feeling at times.

We haven't had housing for married veterans at all, but in addition to getting the officers' club, we should now also have had word authorizing Federal Housing to go to work on remodeling 17 field hospital buildings, to be converted for the use of married veterans and their families, into perhaps as many as 100 apartments. There are also 87 individual housing units on the base, which we have our eye on, and which are not yet available, but we hope will be, where we would put veterans with children.

Our Veterans' Association on the campus was a problem for a time. It is a local organization, has not affiliated with any national group. But it is not much of a problem now. As the number of veterans increased on the campus, the interest in a special group by themselves, has decreased. We have about 957 veterans on the campus now, and more or less recently, their attendance has been about 35 to 40 at a meeting.

Personally, I don't believe that there is a great deal of need for a special organization for that group. They are the student body now. When they first came back, they were a unique group. They had been out and seen service. They came back to a campus and they liked to feel that they were the only ones eligible to belong in that little society. But as the number increases, they take over more and more of the student activity responsibilities, and they have actually become an integral part of the student body, and don't seem to feel too much that they should be a separate group.

We have there on our air base campus a full-time director of the entire project. He works with our office, and is a man who has had three years of experience with Federal Housing work. He knows the angles to follow, and has been a great help.

We are also planning to put on an athletic and recreation director out there full-time, a young fellow who will carry on an intramural program with the boys stationed at the base, and between that group and the people who are on the campus. We expect to have the use

of the gymnasium out there, and will probably put the complete plan into operation this fall.

We have had some requests for a place to set up housekeeping on the part of veterans who have come in with families in trailers. I would just like to know for my own curiosity and for perhaps some others here, how many of the institutions represented here have set aside an area with washing, bathing, and laundry facilities on or near the campus.

We are thinking seriously of doing something like that, and realize that you have to have room for possible expansion, because when others find out you have something like that, they will probably come in greater numbers. May I see a show of hands of the men whose campuses have a place set aside for trailers owned by the students themselves? (6 raised their hands)

Then I would like to know also, how many have set up a trailer living area? (12 raised their hands)

We have worked out a tutoring plan for the veterans on our campus that seems to be working out very well. We have very little complaint on the part of the students themselves. They seem to be cooperative, and are probably the most serious-minded group that we have. We are not too pessimistic. Like Mr. Daly, we feel that in spite of the fact that we are going to have a lot of problems with increasing numbers and not enough facilities, we have made a survey of our facilities, and found that we have more facilities than we thought we did. That is, we have more classroom and laboratory facilities than we have been using to fullest possible advantage.

Faculty members do like to teach in the mornings and have their afternoons to do something else. But if their schedules can be rearranged so that they can use the facilities that you do have, I think you will probably all find with a little investigation, that you do have more facilities than you thought you had.

I believe that our Southwest section, in general, is in pretty good shape as far as its planning and its future is concerned. I know that the other schools in the state have gotten some facilities from Federal Housing, and it seems to me that the plan is moving along very well. (Applause)

CHAIRMAN GARDNER: We will have one more of these geographical reports before we turn it over to you. Now we turn to the Southeast—Dean Beaty of Florida.

DEAN R. C. BEATY (University of Florida): Colonel Don, and Fellow Trouble Shooters:

I think most of the things we are saying up here this afternoon are only repeating, and you can boil down most of the situations and problems that we all have to a few things right now. But if enrollments during the next 12 months increase as has been pre-

dicted, I think most of our problems right now are going to sound small this time next year.

We had the figure given us the early part of this year that 40 per cent of the veterans were attending 38 institutions. Now, I don't view with any amount of enthusiasm the idea that these boys are not going to get to attend the institution that they want to go to. It is a good theory to say you can push them back to other schools, but they resent not being able to go to the school they want to go to. So, those of us who are crowded now, are going to continue to be crowded.

I think one of the most baffling and puzzling experiences that I have had, and I think that is true of many of the schools in my section of the country, is that these boys come back and feel disappointed and discouraged that the institution hasn't provided facilities whereby they can come on to school. They forget that a year ago, most of the institutions were dedicating themselves to fighting the war, and were not thinking very much about the post-war, and all at once, they swept back over us like a tidal wave, and there we were, unprepared. But that doesn't satisfy many of these boys, and it is hard to explain.

I believe that so far as my section of the country is concerned the problems might be grouped around a good deal of what has already been said. Housing is perhaps number one, classroom space, and teaching faculty come second. Many of the schools in the South and Southeast especially, are not as well equipped as in other parts of the country with buildings and facilities. At the same time, during this war, the South was a favorite place for locating large training camps, and our experience is that a great many of these boys who came to these camps, spent time down there, are coming back, and want to come back to these schools. We have noticed that particularly in the State of Florida.

Then there is the problem of an adequate teaching staff, the problem of finances, and under that I am thinking about the difficulty a great many of them are running up against in trying to get their pay through. They come to the campus without ever having made any arrangements about enrolling with the Veterans' Administration. It is two months before they get any pay. Consequently, we have had to arrange loans for them, and be very liberal in getting them started.

The problem of how to live on \$65 or \$90 a month, I believe is going to become more acute as some of these boys spend their savings and get right down to where they have to live on that amount of money. The problem of adequate counseling on matters which have come to students because they are veterans is also important. There is the desire to get through school immediately and get out on the job. They have the problem of how to support a family and go to school at the same time, and there is the problem of how to integrate the married student veterans into the life of the campus.

Then a great many of the shortages that have come in the past because of the war, are still reflected. We almost had a riot on my campus because we couldn't get books. The faculties in some cases had to change the book they were using in the course three or four times. They had a book placed in the library and the whole class had to use it.

There is the problem of meeting the needs of wives and children and veterans in matters such as medical aid, recreational activities for wives who are not going to school, social life, particularly in a small town where the college may be located. These things have come on us pretty suddenly, and whether we like it or not, we have to deal with these problems, because they affect the entire school community. Most schools in my section of the country are not adequately provided to meet those needs.

I think most of us are pretty sympathetic with these students as they attempt to solve this problem, but it is going to be more difficult as the year goes along. (Applause)

CHAIRMAN GARDNER: Thank you.

These problems seem to divide into essentially two categories: Those of the institutional relations with the Veterans' Administration itself, and the problems of the veterans. I think we have a tendency to get them confused.

So far as this housing matter goes, also, that is a problem with the FPHA essentially, and not with the Veterans' Administration.

Since we have Mr. Murphy here, and some questions have already been raised about the relation of the institution with the Veterans' Administration, we can take those up now, and then we will probably have a few minutes in which to take up the veterans' problems themselves.

If you could direct your comments to a focal point each time, it will assist a man like Mr. Murphy to keep on his feet and attempt to answer your questions. What questions do we have?

All right, Mr. Murphy.

MR. MURPHY: We were running into a great deal of difficulty on the matter of training on the job. We found that in certain areas, training on the job just seemed to be out of all proportion to what it was in other areas, and we found that men were taking jobs and then deciding that they would like to get this \$90 a month or \$65 a month, and so they cooked it up between themselves and their employer, that they would make a training course out of it, and we found that the situation was getting out of hand, and that the benefits offered to veterans were being greatly abused.

So something had to be done about it. Now, the schools of a state are set up to supervise. That is, the state school system is set up to supervise schools, and the apprenticeship councils, and vocational educational groups are set up to supervise apprenticeship training,

but nobody is supervising training on the job. That is something new that came into the picture. So Circular 61 is an attempt to solve that job training problem.

Of course, the difficulty comes in trying to make general rules to cover a shop and cover a university. You can't have the same general rule covering both. So I am somewhat in sympathy with your complaint about over-supervising in universities. We certainly don't want to make babies out of these veterans, or treat them in any way which would mark them off as special problems requiring extra attention from these supervisors.

Now, how it happens that you have men in a university situation with so little education, as was mentioned here, is something that is quite beyond my comprehension. The only explanation I can give is that perhaps we have decentralized so far that we haven't sufficient control over what goes on in the field, but I am quite sure that where people are broad-minded and have some depth, that those apparently serious problems can be ironed out, just on the basis of common sense.

DEAN PAGE: It is important, from my point of view, to try and get some correlation between Mr. Murphy's figures, and the figures which some of us heard presented in Chicago last week, which are far, far apart. I am not asking you to defend your figures or to criticize the others, but I am wondering whether it is possible to get some understanding here that I at least can carry home with me, between your estimate of a peak this fall of perhaps 600,000 veterans, and then a gradual diminishing, and a figure which was given to us last week of a peak of 6 million in 1950, and a remaining or constant figure of 3 million from there on?

MR. MURPHY: Those two figures cannot be reconciled from any point of view. I cannot imagine how anybody could feel that we would have 6 million veterans out of 15 million at age 26, let's say, who are anxious to go to school. I never witnessed any such desire for education in all my life.

I am not able to justify my own figures of 600,000 for next fall, except that on the basis of the present trend, that seems to be the indication. As I said, 17 per cent interest, not 50 per cent interest, and an actual enrollment of 5 per cent, doesn't look as though we are going to have half of the army and the navy of the United States in educational institutions.

CHAIRMAN GARDNER: I don't know where you got those figures at Chicago. These figures jell with the Walter's report up to the last prediction, Dean Page.

DEAN PAGE: That was Dean Arch's graph. We showed a three million bulge on top of a three million normal figure in 1950.

CHAIRMAN GARDNER: That included total enrollment, not veterans' enrollment. The Walter's report estimated 695,000 veterans

in attendance by September 1946, with a prospective grand total enrollment of 1,558,000, which is practically your figures. The only figures that differed as I followed them, was Mr. Murphy's report on the potential capacity of the institutions, which he apparently has a later analysis of than we had in Chicago.

The Chicago figures showed that we would be short about 63,000 places throughout the United States, while Mr. Murphy's figures show that we will have an overage. That is, of course, on the assumption that everything is filled. But yours was total enrollment.

DEAN SMALL: I would like to ask this question: In your opinion then, Circular 61 doesn't do right to college students under 346?

MR. MURPHY: I haven't had a chance to read that carefully yet. I simply can't answer that question right now.

DEAN DUNFORD: What I have to say is designed to be argumentative, in support of what Dean Bates has had to say, inasmuch as in October, a year ago, down in Atlanta, there was a meeting in which the representative of the Veterans' Administration from Washington was there, and I detected this attitude, and asked about it, this attitude of control, particularly in connection with the 346's at that time.

Now, Mr. Murphy is probably very close to the fountainhead of wisdom there. Can he convey back to them this notion that we have a program designed at most of our universities for counseling and guidance of students, and that such directives as this 61 and other things that we get, although we in Tennessee are having a very fine experience in this, that we view it with some alarm?

This gentleman from Washington said at that time, and he was supported by a very able spokesman too, that we would of necessity have to report our 346's, that if we ourselves could not change them as would be our custom with an ordinary student in any direction, without their going back for advisement, whether or not required to be advised, it was likely they would come under the regular Veterans' Administration advisement. In the event they changed their program or we felt it was to their interest to change, they would have to come back to the Veterans' Administration representative.

My question is, does the philosophy prevail in the Washington Office, and will it be brought down and decentralized through requirements of all sorts of reports and that sort of thing, or can we somewhat abate this before it goes too far?

I have had some of our veterans, the Administration training offices—and I think it is quite right—tell us about members of our faculty, their inabilities. We know that. They make other suggestions, and in some cases, foment a lot of difficulty which we would like to stop.

That is a problem anyway, and I think we ought to regard seriously what Dean Bates has said, before it gets us into too much trouble.

CHAIRMAN GARDNER: The question is whether the Washington Administration looks with favor upon extending reports and extending the counseling program so that it might interfere with institutional operation.

MR. MURPHY: Under Public 16, the Veterans' Administration is responsible for seeing the veteran through into suitable employment, and if it is found that the veteran is in the wrong training situation or headed for the wrong objective, that veteran must be advised by the Veterans' Administration Advisement Office. The college or university cannot say to him, "Well, you are not doing well. You ought to change over to this."

Under Public 346, the veteran can choose whatever course he wishes, and he may change the course with the consent of the administrator. That is the way I understand it, and I think the administrator would agree with anything that was reasonable which was proposed by the counseling group in the university. Perhaps I didn't get all of your question.

DEAN DUNFORD: Is it required that he get the permission of the administrator in 346?

MR. MURPHY: There is something in the law to that effect. I don't have a copy of it, but whatever is in the law, we have to go by.

DEAN SPENCER SHANK (University of Cincinnati): We have had considerable experience with a change of objective on the part of veterans under 346. What we do is deposit the approval of the college from which he leaves, and the approval of the college which he wants to enter, and report that to the Veterans' Administration and automatically we get back an approval. It is required. At least so we have been informed by them.

CHAIRMAN GARDNER: The law reads: "The administrator may arrange for educational and vocational guidance to persons eligible for education and training under this part."

DEAN BOSWORTH: As I understand it, a man under Public Law 16 must continue his education without interruption. A man under the ordinary G. I. Bill, however, is able to take off for summer vacation. That has disturbed me somewhat at times, because the man who is disabled often needs that vacation, and the interruption, even more than the other. Why is that, and is there anything that can be done about it?

MR. MURPHY: It is quite true that men who are sick cannot work as steadily as men who are well. But most of the men in the training program under Public 16, are able to carry on, and most of them, as I said, are older, and are anxious, and we are anxious to retrain them so they can get on their feet, and the sooner that happens, the better. But I am quite sure that if a man was in need of a vacation, it would be granted without argument. Full time for

a disabled man is primarily as much as he can do. If he can only go to school three hours a day, that is full time for him.

DEAN HARPER: When the veteran decides to withdraw from school, the university is expected to report promptly to the Veterans' Administration. They have asked that we report whether his scholastic work was satisfactory. Recently I have been told that if it was not satisfactory, he was denied the opportunity of transferring to on-the-job training. It seems to me that a good many of these veterans who found college work was not for them, could do very well in on-the-job training, and could profit very much by it. Is that a general policy of the Veterans' Administration?

MR. MURPHY: To allow transfer to something suitable—yes.

CHAIRMAN GARDNER: The question here is in the event the man is dropped for scholastic failure, he may lose his rights under the law, and certain regional offices have been denying him the right to continue. Is that it, Dean Harper?

DEAN HARPER: Not dropped because of unsatisfactory scholarship, but who decides to withdraw after half a semester, and at that time is in unsatisfactory standing in part of his work.

MR. MURPHY: I think the law says that a man can take any course for which he has qualifications at any institution of his choice, and remain in that course so long as his progress is satisfactory to the institution. That is only reasonable. We wouldn't want to pay subsistence to a man who was taking a course and failing in it and not doing well in it. But I know of no rule against changing to another course, let's say job training, where he could succeed. That would be the most reasonable thing to do.

DEAN HARPER: I have been told lately by the students and also by the Veterans' Administration, that they can't do that if their work in college was unsatisfactory.

MR. MURPHY: May I make the suggestion that if you have problems to which you want very specific answers, that you write to the Veterans' Administration, ask the question, give your reasons, and you will get a very considerate, carefully written letter in reply, handling your problem.

CHAIRMAN GARDNER: You mean the central office, Mr. Murphy?

MR. MURPHY: Yes.

CHAIRMAN GARDNER: I think there has been a question in the minds of some of the men that if they followed that procedure, it might appear that they were jumping to the echelon above them. Mr. Murphy says you may write to the central office with your specific questions. Are there some other questions?

DEAN DILS: This is a specific question. While these veterans

are going to school, they accumulate annual leave. Then, if they take their summer vacation, they are still on government pay, and have accumulated two and one-half days a month. May they accept federal employment during the time they are drawing the annual leave?

CHAIRMAN GARDNER: I believe I can answer that for you myself. You cannot draw money from the federal government for two jobs. You recall your officers on terminal leave may start and the government will pay the institution, but they won't pay subsistence. I suspect some of the men up here are still on terminal leave. You cannot receive two federal pay checks under any condition. Is there another question?

DEAN T. W. BIDDLE (University of Pittsburgh): Our local administrator is annoyingly persistent in asking that we submit absence reports on the veterans at the University of Pittsburgh. We are having difficulty doing that because you can't promptly change the habits of faculty members who are ingrained through years of practice. I would like to query the audience, Don, with respect to the number of institutions that are obliged to submit absence reports; and then I would like to ask the question too, if not obliged, how did it happen that they are not obliged to do that?

CHAIRMAN GARDNER: May I put your question this way, Ted: How many of you return an absence report with your final grade report only, just at the end of the semester? (5 raised their hands)

How many return periodic absence reports to your regional offices? (15 raised their hands) How many have had this report requested and have not submitted it? (6 raised their hands)

How many have not heard anything about returning an absence report? (17 raised their hands) From California to the East. Does that answer you, Ted? In other words, there is apparently no systematic method of returning these absence reports. Does that answer your question?

DEAN BIDDLE: Yes.

DEAN SMALL: Will you ask the same question about grade reports?

CHAIRMAN GARDNER: How many return only a final grade report at the end of your quarter or your term—only a final? (26 raised their hands)

VOICE: Is this 16 or 346?

CHAIRMAN GARDNER: 346 is the only thing under discussion.

How many return periodic grade reports? I just want periodic; I don't care when for the moment. (7 raised their hands)

How many return monthly grade reports with no relation to your

academic basis? That was the original order—a monthly grade report. (There was no response)

How many return no grade reports on 346? (2 raised their hands) Cooper Union and Dartmouth.

DEAN H. E. LOBDELL (Mass. Institute of Technology): We report failures only on 346.

DEAN SOMERVILLE: What is a holiday?

CHAIRMAN GARDNER: The question is, what is a holiday? Your question, Joe, is actually, should you deduct Christmas vacations or New Year's Day, or is it only when the period is accumulative as you have between an academic session?

DEAN SOMERVILLE: That's right.

CHAIRMAN GARDNER: Do you care to answer that?

MR. MURPHY: I believe that the student is entitled to all such holidays as Christmas and so forth.

CHAIRMAN GARDNER: How many of you received notices from your regional offices that your normal holidays will not be counted against a man's annual leave? (Raising of hands) Only about eight or ten. I agree with Mr. Murphy, but I believe that this demonstrates a problem which I personally would like to see the central office carry out—to see that the institutions of higher education are informed of the directives which apply. Then if they have questions, they can ask them intelligently of the central office.

Is there any other comment now that you want directed to Mr. Murphy?

PRESIDENT MILLER: Mr. Chairman, it seems to me that the vote here has indicated conditions that need to be remedied. I just want to call that to the attention of Mr. Murphy, that there seems to be a very great discrepancy, a very great variance in understanding of what the rules are with regard to when a man will lose his rights under the G. I. Bill, by withdrawing or being dropped for insufficient scholarship. There is no uniformity at all in our understanding of it or the administration's understanding of it. It is the same way with the other questions here on which we voted, as to when and what grade reports have to be submitted, and so on.

With that difference in the understanding of the regional administrations, it would seem that a year's experience could well be used by the central office in trying to get some uniformity.

CHAIRMAN GARDNER: Does that express the opinion of most of us for Mr. Murphy's guidance, that we prefer more direct, positive information and clear information from the central office, or at least through the regional offices under the direction of the central office?

. . . Cries of "Yes" from the audience. . . .

CHAIRMAN GARDNER: Apparently it is yes.

SECRETARY-TREASURER TURNER: I would be glad to hear Mr. Murphy expand this point. He made the point that a good many of these veterans are eventually going to flunk. We haven't hit the big slump on that yet, and they would probably need considerable terminal counseling. Would you expand that a little? We are just getting into this thing, and we have a lot of it coming, and a lot of these boys are going to be pretty unhappy to be separated from the institution. What do we do then?

MR. MURPHY: That has something to do with reporting grades. I may be wrong, but I feel that a grade, given in time before the man flunks, is a warning to all concerned, and is a much better procedure than waiting until the end of the term and turning in the grade of failure. It seems to me that that is not a good procedure.

If a man is taking a course in a university, and has not been properly advised or has been admitted under circumstances which didn't show his abilities, and he fails, then obviously that man either has to go out and try something else on his own hook, or receive good, comprehensive guidance as to what he should do next. Perhaps he should go to some other institution; perhaps he should go into industry. We have always thought of guidance as something that comes before educational endeavor. My thought simply was that we ought to think of all aspects, and especially the kind of guidance which puts a man on the right track when he finds that he is on the wrong track.

SECRETARY-TREASURER TURNER: He could go to another school though?

MR. MURPHY: Yes.

DEAN NEIDLINGER: I think Mr. Murphy would find that we all rather resent, however, any feeling on the part of the Veterans' Administration that their interest in the boy who is attending at our college is superior to our interest, and that therefore it is necessary for us to report to the Veterans' Bureau, his failing grades ahead of time, so that they could counsel him, rather than depending upon us to do the counseling which is necessary when a man is about to fail or to examine the reasons for it.

The same thing is true of his absences. If he is cutting his classes too much, after all, that is our business. We are generally concerned with it. It is the attitude on the part of some of the men in the Veterans' Administration, superiors and subordinates, that they must protect the veteran against our indifference. That causes a considerable amount of resentment.

There is no indifference. I think I can speak for all of us here. None of us are indifferent to the welfare of any student in the college, and particularly not indifferent to the welfare of the veteran. If the Veterans' Administration would only realize that and

do a little more cooperating from their end, I think we would all be very much happier.

No one has spoken today of what we are being put through in the issuing of books, which involves simply a tremendous amount of clerical work, merely so that the accountants of the Veterans' Bureau can catch us up if we allow a student to buy a fountain pen to which he is not entitled or something similar. There is a tremendous amount of work involved. It is costing us something like \$20,000 a year just to provide the billing in the particular manner that is needed.

I recognize that you probably can't do anything about those things, but on the other hand, I think most of us in our contacts with the army and the navy, in spite of all the red tape that is normally involved dealing with a governmental agency, have found the willingness on their part to look at the problem from our angle, which at least up to the moment, we have not found on the part of the Veterans' Administrators who in the local districts seem to be afraid of compromising the letter of the law as laid down by the central office. Perhaps something can be done about that.

MR. MURPHY: I will report back the state of confusion, and we will get out a directive covering as many of these problems as we can. We have been intending to get something out like that, but the situation is changing so rapidly that first rights have to be written over and so on and so forth.

CHAIRMAN GARDNER: I think, Mr. Murphy, that this is evidence that there is doubtless a certain sensitiveness on the part of all institutions which might be misinterpreted as antagonism on the part of the institutions. I don't believe it is. I think we are all rather sensitive to protecting states' rights, where actually that is not the intent. But the feeling of interference seems to be growing. For example, at the meeting last week, there was a talk by personnel counselors and so on, to meet certain needs, which immediately made the hackles rise on the part of certain men, because possibly it wasn't thoroughly understood, and things of that type.

MR. MURPHY: I think the root of the problem is that the Veterans' Administration has certain definite obligations, and we cannot allow a situation to arise where we would be paying subsistence to a man when he wasn't actually pursuing his educational or training course. That is the reason we have to have these statements of attendance and records of success.

DEAN CONGDON: Might I just answer that with this question? Does the Veterans' Administration not have sufficient confidence in the administration of established colleges and universities to protect the particular interest that you refer to?

MR. MURPHY: Those are typical of the problems that inevitably come up when you get a legal basis for action, and I am sure they will all be ironed out to the satisfaction of all of us. The main thing

is to have discussions like this, and air our problems, and get them back to the people who can make decisions. I think that is what is happening.

CHAIRMAN GARDNER: I think we should all bear this in mind: We, of course, in this room, represent only lily-white institutions. There may possibly be some in the United States which are not as good as yourselves, and I believe that we should keep in mind the problem which the Veterans' Administration faces.

DEAN CORSON: There is one question which has occurred to us due to the fact that we have many men running from four to six months, before their checks finally begin to come through from the Veterans' Administration, paying their subsistence allotment and other expenses, and during that interval of time, of course, we have been carrying them on the books of the college, and in many instances, for room and board and other bills and expenses such as tuition, which we have been very happy to do, and to date, we haven't felt that that has been an unwise program on our part. But as these boys, some of whom are not qualified, drop out during the interval, we are beginning to wonder whether or not we are taking too big a chance in carrying fellows as long as we have. We would like your advice on that. My opinion would be that you might trust us—this is just an aside—to do some of this counseling, and in the meantime, put some of this excess staff to work on getting these clearances through. (Laughter and applause)

DEAN BIDDLE: I would like to speak to the point of training on the job. There are thousands of veterans in the East at least, attempting to get into colleges, who are not essentially college material, and who will not, therefore, be admitted because of the admission policies of the Eastern institutions and because of their very crowded conditions; and then the Western institutions will not admit them inasmuch as they are out-of-state and so forth.

The emphasis of the G. I. Bill seems to be directed toward college training. If somehow or other we could publicize the on-the-job factor, I think many men would seek on-the-job training and get a satisfactory training thereby, who are now trying to get into colleges and are being disappointed. Some of them will get in and develop champagne appetites where they have only bare possibilities, perhaps.

I would like Mr. Murphy to give some thought to that point, and if it is possible, to whip up some interest in on-the-job training, I think it would be in the interest of the institutions and the men too.

MR. MURPHY: We have 33 per cent of the men under Public 16, who are taking training on the job—about one-third. We have 20 per cent of the men under the 346 program who are taking training on the job.

Training on the job is not as well organized as institutional train-

ing, and we cannot solve our problem simply by saying, "He doesn't do well in school; let him learn as he works." There are only a few situations where on-the-job training is as good as it should be.

DEAN R. C. BURTS (Denison University): I would like to go back to Dean Bates' question, and see what the logical conclusion of that attitude would be. I would like to cite two instances, and ask if that is indicative of the trend. In one instance the request of the Veterans' Administration for reports of direct supervision became impossible for the school to comply with, at which time the VA representative went back to his office for further instructions. In another case he intimated that the school would be dropped from the approved list of training institutions. Are those instances typical, or what would be done if it was found impossible to comply with the imposed supervision?

CHAIRMAN GARDNER: If I get your question, you want to know whether Mr. Murphy is going to carry that back to Washington, is that right?

DEAN BURTS: That's right. And in view of the two instances which I cite, where the school was not able to comply with the request for direct information and supervision, in one instance it was indicated that the school might be dropped from the approved list for training, and in another instance, the man went back for further instructions. Is that typical?

MR. MURPHY: I don't think that is a good basis for dropping a school. Schools are approved by the approving agency of the state in which the school is located, and they are approved only on the basis of their qualifications as educational or training institutions.

DEAN SMALL: The Veterans' Administration does not approve or disapprove any school, is that right?

CHAIRMAN GARDNER: That's correct.

Mr. Murphy realizes, I think, that this group views somewhat with alarm the certain tendencies that are evidenced in regional offices that seem to be upsetting some educators between the Alleghanies and the Rockies, this being one type of example.

DEAN NOBLE HENDRIX (University of Alabama): If you will recall, those of you who were at the meeting in Chicago, at the last luncheon, the same type of discussion took up quite a bit of time with regard to certain resolutions there. Mr. Stewart of Purdue, however, I think helped us a great deal in that meeting about one point, and that was this matter of reporting attendance in some way that fits our system and yet will give accurate records to the Veterans' Administration. In that, he made the point clear that the law laid on the Veterans' Administration the responsibility of at least verifying in some way the matter of the accuracy of that man's attendance, otherwise, people on the Federal payroll

for whom they are responsible would be receiving checks without them complying with the obligation put on them in the law.

I do not think the problem is whether we will report attendance to them. We have got to and ought to, and ought to be glad to do that. The problem is, will they accept reporting opportunities in our regular periods, after the fashion whereby we may deliver the information, without having to tear up our regular system of doing our work?

CHAIRMAN GARDNER: Thank you, Dean Hendrix. I think that is a very good point.

DEAN LOBDELL: I was going to ask Mr. Murphy, if it is in order, just what particular courses does the Veterans' Administration recruit its training officers from, and what system of guidance and instruction are they given before they go on the job? Do they follow through any course of procedure, or are we supposed to train them?

CHAIRMAN GARDNER: The question is, what procedure does the VA use to select its training officers and how are they trained?

MR. MURPHY: In the first part of our program we picked them at the Washington office, and they were very well picked by a group that knew its business. But since then, we have had wholesale decentralization, and the men are being picked by the regional offices.

Now, if you have had complaints, as I said, send them right in. We would like to have them. If something is going wrong, if we haven't the right kind of people, we would certainly like to know it. Of course we ought to know it, but we haven't been as much in touch with the field as we should have been I guess.

DEAN LOBDELL: I wasn't complaining. I was wondering if they have a course of instruction before they start to go out and operate.

MR. MURPHY: We sent a team out into the field, and I think we had about 12 meetings in different centers for two weeks. The men were put through a thorough course of training. That was six months ago. The men who have come in more recently, I don't think have had that training.

CHAIRMAN GARDNER: We just have a few minutes left, but I think it might be well to emphasize that we have a situation confronting us as educators, in which we have in addition to the student, a third party. The point is, we will have to cooperate with the Veterans' Administration, and they with us, I think, because as Hendrix points out, there are certain federal obligations. If any of you have had any experience with the General Accounting Office, you know what I refer to.

I hope, Mr. Murphy, that you managed to get from us certain

ideas to take back to the central office, and we are deeply in your debt for having come this far to try to straighten us out on this.

Now, the other group of things are the veterans' problems themselves. That is, not necessarily related to the Veterans' Administration. Do you care to have any discussion about those? Housing, I think, we have covered at great length. Does anyone care to raise any other issues or did you get those sufficiently answered in your sectional meetings? It is now ten minutes of five.

DEAN E. G. CURTIN (Rutgers University): I would like to go back to the other phase for just a minute. We have had a very satisfactory relationship with our Veterans' Administration. But one thing we would like to get and which we have been unable to get so far, is the basis of vocational objectives by these expert guidance people in the Veterans' Administration. Our student health department can get information concerning the veteran's health, but we cannot, where we differ in the best vocational objectives for the men, get the basis from the Veterans' Administration, as to their eventual objective.

CHAIRMAN GARDNER: You mean they do not send you a profile of the test scores or the interviewer's results and the basis upon which he made his selection?

DEAN CURTIN: That is absolutely correct.

CHAIRMAN GARDNER: There is another difference. My facilities and counseling agency sends me the entire profile. May I ask how many do not receive some profile or interpretation from the counseling agency?

DEAN HUBBELL: Are you talking about 16 or 346?

CHAIRMAN GARDNER: Both in this case. I will restate my question. How many receive no information from the counseling center, except the vocational objective; you receive no information concerning the individual? (27 raised their hands) How many do? (10 raised their hands)

Now do you care to take up any of the veterans' problems, or do you think that we have exhausted that sufficiently? Are there any announcements, Mr. Davis?

. . . Announcements. . . .

CHAIRMAN GARDNER: You are now adjourned, Gentlemen.

. . . The Conference recessed at four-fifty-five o'clock. . . .

BANQUET SESSION

Friday Evening, April 19, 1946

The meeting convened at seven-twenty o'clock, President Miller presiding.

PRESIDENT MILLER: President Hovde, our host, Purdue, friends of the National Association of Deans and Advisors of Men: Unfortunately for all of you, our time is very short, as we are going to attend the concert tonight, and I shall, therefore, be unable to do the thing that I would like to do at this time—tell you a little something about the wonders of California. (Laughter) Perhaps it is just as well that I should not do that.

While I have the top billing on the program here as being toastmaster, in reality my part of this program is not very important or very extensive.

I will turn it over now to Vice-President E. L. Cloyd. (Applause)

. . . Vice-President Cloyd assumed the Chair. . . .

TOASTMASTER CLOYD: Mr. Chairman, Ladies and Gentlemen: My chief duty will be to follow the organization that the President has set up for us, and I am going to try to follow along the line that he has laid out. We have certain guests that I would like to present at this time; the guests of the Deans of Men.

I would like to present to you Mr. Maurice Jacobs, President of the National Interfraternity Conference. (Applause as he arose)

And then we have, also, an honorary member of this organization, Mr. Alvan E. Duerr, who is a Past President of the National Interfraternity Conference, and an honorary member of the National Association of Deans of Men. (Applause as he arose)

We could not have an assembly of this kind without presenting some of our Past Presidents, and I am going to pick out two of the youngest men here. I want Scott Goodnight to stand and take a bow. (Applause as he arose.) Next, Joe Bursley of the University of Michigan. (Applause as he arose.)

Now I want to pass the buck, as the President did, by asking Director Davis if he will not present to you, and to us, our guests from Purdue.

DEAN DAVIS: Mr. Chairman, considering the amount of time we have available, and not wanting to rob President Hovde, I have decided on a course of action that I hope will be satisfactory.

Will the Purdue people please stand and take a bow in a body. (The guests arose and the audience applauded.)

TOASTMASTER CLOYD: Thank you very much. I see that you are good at the same job of passing the buck. (Laughter) We all have to learn that.

Now, Ladies and Gentlemen, it should be part of my duty and it is my great pleasure to introduce the speaker of the evening. As a matter of fact, he did not precede us here very long. As I understand it he arrived about January 1st, and here we are here on April 19th. I met him just a while ago when I brought my plate up here and sat—not next to him, but had the pleasure of sitting next to his wife. And so, it is a real pleasure to me now to present to you President Frederick L. Hovde, President of Purdue University. (Applause)

PRESIDENT FREDERICK L. HOVDE (President of Purdue University): Thank you, Dean Cloyd. Ladies and Gentlemen of the National Association of Deans and Advisers of Men: You were welcomed to this University two days ago by one of my deans; one of the grandest men on our staff, so I need not say again those words of welcome to you. I now must say words of farewell, and with them say how pleased this University is to have had you with us for your meetings and deliberations which I understand have been the largest and perhaps the most successful of your twenty-eight annual meetings.

I am pleased, also, as President of this University, that this Association took time out in its work to pay tribute to a great Purdue Dean, whom I did not know myself, Dean Stanley Coulter; but of whom, in my short stay here, I have already heard much, and of whom many thousands of Purdue men have the greatest admiration and regard for his counsel and what he did for them.

It seems to me, that as a University President, that this might be an appropriate time for me to pay some tribute to the Deans of Men and Advisers of Men who work in our University societies. I think the Deans and Advisers of Men have by far the most difficult educational job of all our fraternity—all the fraternity engaged in education.

You have a difficult job, because you're dealing in your work with all those aspects of student life, the student mind, the student emotions outside the formal classroom and laboratories. Work in the classrooms and laboratories, in my opinion, is pretty much the same the world over, for there you deal with the intellectual work of man, which is universal, so to speak. But the great Universities of our country, the great Universities of the world are great, not only because they have laboratories and classrooms and a staff of people, but also because there is something about the atmosphere of these Universities, the environment outside the formal processes of education which make these institutions great. And that part of our institutional life, university life, is exceedingly difficult to build and create; and I think the total university environment, particularly that outside the classroom is one of the most important factors in the education of our young people.

It is in this sphere that the Dean of Men and Advisers of Men work. There are many definitions of Deans. Most of them will

not bear repeating. (Laughter) The words that interest me in your title are: "Advisers of Men." That is a great responsibility to undertake—to advise young men.

You know and I know and all students of education know that men differ widely in their abilities, their interests, their capacities. This is the most significant factor which should influence the whole educational process. In dealing with our work in the classroom and laboratories, we deal with students in large numbers and are concerned with the intellectual and thought processes; but outside the classroom we must deal with each student as an individual. The job that you have as Advisers of Men is an individual job with each student that comes to you and your workers.

The University President who has a Dean of Men who is all that such a man should be is one of the most fortunate of University Presidents. The University President's life is made happy when he has men of the caliber of Stanley Coulter to carry his load of educational responsibility.

The work of the University in the classroom and the laboratory is the major part of its program, to be sure, but somehow or other, an equally important thing for the world is the building of a race of people who have strength of character, of honesty, men of good will and understanding, men of tolerance; for it is only by the development of these qualities that we shall be able to make this world of ours one world, in the best sense of those words.

In this educational process, you men and your staffs play an exceedingly important role, and it is to this job and your role in it that I want to give tribute tonight.

There is little point in my talking tonight about the job that all the universities in this land face in the years ahead. You all know it as well as I know it. We have a big job ahead, and I am sure that we shall manage somehow if we can get the degree of cooperation required; if we can get all the institutions working together, to take on a bigger job than we have ever taken on before.

The Congress gave the educational institutions this job and we must meet the responsibility. One of the most important jobs ahead in the days when our institutions will be crowded, when living conditions will not be of the best, when the classrooms and laboratories will be crowded and operate from early morning until late at night—will be to keep the morale of our students at a high level; to maintain a first-rate intellectual and social environment in our institutions. Much of this load will fall on you men.

Your deliberations during this conference covered many of the problems that we shall face in the future, and I am sure, that during the past two days, you have had an exchange of ideas, opinions, methods, procedures, etc., from which your institutions will benefit.

That is all I have to say tonight. I just wanted to express a

university President's appreciation for the Deans of Men and the Advisers of Men; and recognize their job, the tricky, difficult, technical, psychological, emotional job that you have in dealing with the young university men of America.

We are to finish this program tonight by hearing the University Concert Choir give its Annual Easter Convocation Concert under the direction of Mr. Albert Stewart. We are very proud of our music at Purdue, and all of us here are pleased to have you hear and enjoy it.

I think that it is now time for me to sit down and allow you to go to our Music Hall and hear the music of our students. It has been a pleasure to be with you tonight. Good luck on your trips home, and come again. Thank you. (Applause)

TOASTMASTER CLOYD: President Hovde, we appreciate your being with us at this time. I am going to ask George Davis now, if there are any further instructions or announcements before we go to the Music Hall.

. . . Announcements. . .

TOASTMASTER CLOYD: It is my understanding that after the program at the Music Hall, that we come back to this same room, not for any speeches, but rather for relaxation, and so I hope that we shall all come back here and spend a while together after the concert.

I want to express, on behalf of the Deans of Men, to our host, our appreciation of thanks for this delightful banquet, and without further ado, we shall be adjourned to the Music Hall.

. . . The meeting adjourned at seven-forty o'clock. . .

SATURDAY MORNING SESSION

April 20, 1946

The Conference reconvened at nine-thirty o'clock, President Miller presiding.

PRESIDENT MILLER: The Conference will please be in order.

While I think of it, I am going to make a brief statement in connection with the meeting of yesterday afternoon. After the meeting, Mr. Murphy was with me for a while, and I was helping him about getting his train and plane connections. Then I talked with him a little while. He had been very much interested in the discussion here. He was obviously very much impressed by it and very much concerned about it, and he emphasized to me that the best way for us to get results, to get improvements, changes, would be to write to Mr. Starrett. I have a number of letters going to Mr. Starrett on the matter of counseling and other improvements that may be needed in the administration of the G. I. Bill. I proposed to do that myself, and I suggest that we all follow his thought in that matter, and get these items which seem very important to us, called to the attention of Mr. Starrett.

Now we have changed the order of the program a little this morning, and will have the business meeting first.

The first item on the agenda for the business meeting is the report of the Committee on Resolutions—Dean Alderman.

DEAN W. E. ALDERMAN (Miami University): Mr. Chairman, your Committee on Resolutions makes the following report:

"Whereas, the Lord in His Infinite Wisdom has seen fit to take four of our beloved and esteemed members from our midst since our Conference of 1944, be it

"RESOLVED: That this Association in Conference assembled on the twentieth day of April, 1946, expresses its sense of deep loss with the passing of

Dean George E. Dutton (Delaware) on February 29, 1944

Dean Clarence E. Edmondson (Indiana) in December, 1944

Dean Robert E. Rienow (Iowa) on January 15, 1945

Dean L. S. Corbett (Maine) on February 8, 1945

Dean Rienow was President of this Association in 1924-25; Dean Edmondson in 1931-32; and Dean Corbett in 1941-42.

"BE IT FURTHER RESOLVED: That this resolution be made a part of the minutes of this Twenty-Eighth Anniversary Conference, and that the Secretary of this Association be instructed to send copies of it to the appropriate members of the families and to the institutions concerned."

I move the adoption of this resolution by standing vote of respect.

. . . The audience stood in silent tribute. . . .

DEAN ALDERMAN: I will read all the other resolutions and then move their adoption:

"Whereas, serious illness prevented J. J. Thompson, a past president of this Association from being with us and from taking his scheduled part in the program; be it

"Resolved: That it is our will that the Secretary express to Dean Thompson our regret that he was not able to be with us, and our hope that his recovery will be speedy and complete."

"Whereas, the exigencies of the war and the rulings of the OPA made it impossible for this Association to hold its Annual Conference in 1945; be it

"RESOLVED: That this Association expresses its special and heartfelt thanks to its genial Secretary-Treasurer, Dean Fred H. Turner, who, by his informal and informative 'Blasts,' helped to preserve our loyalty to this organization."

"Whereas, the preparation of bibliographies of the literature in our field is both laborious and important; be it

"RESOLVED: That we express our thanks to Dean George Small, of the University of Tulsa, for the contribution his hard work has made to our effectiveness."

"Whereas, the success of any conference depends upon the planning that has gone into it, the effectiveness of those who participate in its programs, and the hospitality and comforts that those who attend it enjoy; be it

"RESOLVED: That this Association express its thanks:

"To its officers and members of its Executive Committee for the unselfish and intelligent service that they have rendered;

"To President Frederick L. Hovde and to Purdue University for making the facilities of this great university available to us;

"To Director George E. Davis; Assistant Director Donald Mallett; L. M. Vallyely, Manager of the Purdue Memorial Union; Jack O'Haver, Assistant Manager of the Union; to Doctor Robert Stewart, Vice-President and Controller; and to Stanley Bertz of the Extension Division, for their several parts in making our stay comfortable and profitable;

"To those outside our own membership who, by speaking on the programs have helped to make this Conference significant and rewarding:

"President Frederick L. Hovde, Vice-President Robert Stewart, Dean A. A. Potter, and Dean H. E. Enders, all of Purdue; The Honorable Ralph B. Gregg, representing The American Legion; Maurice Jacobs, President of the National Interfraternity Conference; S. Earl Thompson, Director of Housing, University of Illinois, Robert M. Sentman of the Federal Public Housing Authority; and A. J. Murphy of the Office of Vocational Rehabilitation and Education;

"To Albert P. Stewart and the members of the University Choir who by their inspiring music made memorable for us Good Friday, 1946;

"To Mrs. George Davis for the thoughtful and painstaking care that she had for the comfort and enjoyment for those wives who honored us with their presence;

"To Miss Hazel Yates who has been most helpful at the Conference Headquarters; and

"To all others, inadvertently omitted, who by their courtesies have put us in their debt."

Mr. President, I move the adoption of this report of the Resolutions Committee.

DEAN NOWOTNY: I second the motion.

PRESIDENT MILLER: You have heard the motion. All those in favor say, "aye"; those opposed. The motion is carried. Thank you very much, Dean Alderman.

MR. OTIS McCREERY (Aluminum Company of America): I would personally appreciate it very much if some expression of greeting were sent to Dean Nicholson, University of Minnesota. As you know, he was one of the charter members of this organization, and he is not in good health. I stopped to see him in October of this last year, and brought some greetings and news from his friends among the Deans of this Association, and he appreciated it greatly. I am sure that some such expression as that would be appreciated by him very much.

May I say also, that I appreciate very much that you allowed me to be present. I hope that you will continue to allow me to be present in the years to come. You may be sure that I will be present. (Applause)

PRESIDENT MILLER: Thank you, Dean McCreery; and I am sure from the attitude just expressed by the members, that it will meet with their approval to instruct the Secretary to send the word of greeting that you have suggested, to Dean Nicholson, and I will request the Secretary to do so.

The next item on our agenda is the report of the Committee on Nominations and Place of Meeting.

DEAN BURSLEY: Mr. President, the Committee charged with this responsibility is composed of the living past presidents of the Association, or just those who are here at this meeting. We had two or three conferences to talk over this situation. There were so many eligible candidates that it was very difficult to make the selections. We finally decided that Dean Turner had done such a good job for the last hundred years, that we would elect him for another hundred, or at least nominate him, so we have nominated him for another three-year term as Secretary-Treasurer.

Then, in considering the possibilities for Vice-President, we were much impressed with the speech made by one of our members a day or two ago, and therefore, we decided that Dean Neidlinger of Dartmouth, had talked himself into the job. We nominate him as candidate for Vice-President.

For the position as President, we felt that as Dean Neidlinger came from the East, and Dean Turner from the Central part of the country, perhaps the candidate for Presidency should come from a little farther West. And then, in view of the fact that both of these candidates were fairly good-sized men, we thought perhaps some of the smaller ones should be considered. Therefore, we nominate Dean Arno Nowotny of the University of Texas, as President for the coming year.

Mr. President, I move the nominations of these three men for the offices named.

DEAN PARK: I second the motion.

PRESIDENT MILLER: You have heard the motion. Are there any nominations from the floor? If not we will put the motion as made. All those in favor of adopting the report of the Nominations Committee and electing these men say, "aye"; those opposed. The motion is carried. (Applause)

DEAN BURSLEY: When it came to the selection of a place for the meeting for next year, we considered it first upon the suggestion of one or two of the members who don't like cold weather, and we thought that perhaps we could go South to Charleston, or New Orleans, or Miami, or some place of that kind. But we decided against that in view of the fact that it might be a little difficult to obtain accommodations at the price we want to pay at any of those places.

Then it occurred to some of us, and I might say to me in particular, that sometimes it is wise to have history repeat itself. In 1923, this Association met at Purdue. We are meeting here again this year. In 1924, the Association met at Ann Arbor, and I extended the invitation of the University of Michigan to this group to meet there next year, and so follow the precedent that was established in 1923.

Mr. President, I would like to extend to this organization a cordial invitation to have the next meeting at Ann Arbor, as guests of the University of Michigan.

PRESIDENT MILLER: Is there a motion?

DEAN HUBBELL: I move the adoption of the recommendation.

DEAN BATES: I second the motion.

PRESIDENT MILLER: You have heard the motion. Is there any discussion? If not, all those in favor of the motion say, "aye"; opposed, "no." The motion is carried, and we will have our next

meeting at Ann Arbor, Michigan. Thank you very much, Dean Bursley. (Applause) The date, as usual, will be set by the Executive Committee, and the members will be notified.

It has always been our custom in the election of new officers, as I recall, to have very eloquent addresses from the new officers, and now that we have elected the smallest man in the conference from the largest state in the Union to be President, I think we should hear from him. (Applause)

PRESIDENT-ELECT NOWOTNY: A detective friend of mine said about these microphones, "They are like spittoons. They are all right if you hit them right." (Laughter)

I am grateful for this honor that you bestowed upon me, and I hope a year from now when we return at Ann Arbor, that you have just as much respect for me as you have this morning.

As Dean McCreery got up, I couldn't help thinking that about twenty years ago I attended my first meeting at Boulder, Colorado. I was a country boy from Texas, wearing a straw hat—the only straw hat in the crowd. And then when the Tulane boys showed up, I almost kissed them. The thing that impressed me was here was a young man starting out in the business, under Vic Moore, and I stumbled into Scott Goodnight, and he apparently treated the assistant deans with as much respect as he did the old-timers.

I want the young men, the assistant deans here—as I told the young men who came up with me and their wives—I want you to know some of the grandest men that God ever made, and that is the way I feel about you. I wouldn't be human if I didn't feel that you thought enough of me to let me share in this organization next year.

When Otis mentioned Dean Nick of Minnesota, and you heard Scott last night, and what we did over at Stanley Coulter Hall—I remember one thing Stanley said at one meeting that he attended. He said he wouldn't trade jobs with anybody in the world, and that is the way I feel about my job. I wouldn't swap with any man on my campus, because as Dean Coulter used to say, we meet the grandest bunch of men in America, and from them we attain for ourselves some of the enthusiasm and idealism, some of their courage, some of their daring. And with that sort of spirit, with men like Joe Bursley and others to help us little country boys and the younger men to stay on the right track, we cannot fail. I will try to do a good job for you. Thank you. (Applause)

PRESIDENT MILLER: That was an eloquent speech.

Now we shall hear from the newly elected Vice-President. (Applause)

VICE-PRESIDENT ELECT NEIDLINGER: I don't think I need a microphone, and I am about to catch a train.

I do appreciate very much the honor. I represent a section of the

country which is kind of a minority in this organization, but as I understand it, my only real duty is to be a bodyguard for the President and see that he doesn't bully you fellows around. I shall be very glad to do the very best that I can, and I do appreciate the confidence that was expressed by the vote that you made.

Thank you very much. (Applause)

PRESIDENT MILLER: When Dean Neidlinger finished his keynote address the other morning, I commented that it seemed to me to have been one of the best we had had, and by the number of times that other folks have commented the same effect to me since then, I know that they all agree with me.

Now I think we should hear from the newly elected, re-elected Secretary, Dean Turner. (Applause)

SECRETARY-TREASURER TURNER: I am busy. I am writing a check to the Secretary. (Laughter)

. . . Cries of "Make him talk" from the audience. . . .

SECRETARY-TREASURER TURNER: Really, there isn't anything to say, except that we hope to get those 1944 minutes in your hands in about six weeks now. Incidentally, this same printer down in Texas, says he will do our 1946 minutes. He has had the other only six weeks and he has it in galley-proof. If Joe gets us our report in a reasonable time, we will get our 1946 minutes out probably by the time we meet next spring. (Applause)

PRESIDENT MILLER: I am not going to say any more nice things about Fred. We have said too many already, and we are liable to turn his head and spoil him. I am just going to add this: That I do want to publicly express my thanks to him for doing all of the hard work in taking over the organization of this program of the meeting here. He did a fine job for me, and I felt guilty all the time, that I was not doing more as President to help in the organization. Fred was doing all the work, and he did a fine job, and I appreciated that very much.

There is one gentleman here that I want to introduce to you at this time, who is the President of the Phi Eta Sigma, an honorary freshman fraternity, Dean Ray Glos of Miami University. Would you care to say a word, Dean Glos?

DEAN R. E. GLOS (Miami University): I have never been dignified by being called President before. I happen to be the Secretary-Treasurer. It has been a very fine meeting, and I appreciate very much the opportunity and the invitation to come here and be allowed to sit in and listen to the meetings. Thank you very much. (Applause)

PRESIDENT MILLER: Thank you, Dean Glos.

Now we are ready to have the report of the sectional meetings. Will the three gentlemen, Dean DuShane, Dean Spathelf who is substitut-

ing for Dean Thompson, and Dean Warden, come up to the front please? And also Dean Nowotny—you are in on this too.

There are three gentlemen on the program for discussion, and I believe that we had better have the three reports first, and then have the other three come up for discussion. We will turn the meeting over to President-Elect Nowotny, and he can introduce the gentlemen who are presenting the reports, and then call the other men to the platform for discussion.

. . . President-Elect Nowotny assumed the Chair. . . .

CHAIRMAN NOWOTNY: If you recall, Thursday evening we broke into three groups, one for institutions up to 1000, one for institutions with 1000 to 5000, and one for institutions with 5000 or more.

Don DuShane is the first at bat, and I am afraid because of the time limitation, if these other two men have similar discussion in their papers, and similar conclusions, suppose we ask you to eliminate that part of your discussion. That is not being very fair to you, but I think we are bound to have some duplication. So we will let Don kick off and tell us about his group meeting, and then the other two will follow him.

DEAN DONALD M. DuSHANE: Mr. President-Elect:

At our sectional meeting, there were fifteen to twenty deans represented. One of the men there for the first time, Frank Clippinger, comes from Jim Findlay's school. You all remember Jim.

The problems as we leave the 4-F era, 4-F's on the report cards as well as for the draft boards, occupied us for most of the period. We took up first, however, the suggested question—salaries for students participating in extra-curricular activities. We agreed that there was apparently an increasing tendency to pay salaries for activities which had not previously been paid, but had been carried on for love, for prestige, or for experience. But that tendency was not universal among our group. There was some concern expressed in regard to the losses of the values formerly gained when these activities were carried on for the other purposes I mentioned, and we agreed too that this tendency was probably connected with the establishment of collection for and supervision of activities, and the elimination of the "take" by increased institutional authority over the publications, social programs and so forth.

We discussed also the G. E. D. College level test, and the uses to which we were putting it. Very few of us give actual college credit for it, so far. Most of us had not yet decided whether to do that or not, and many of us used it to supplement the information we normally require in relation to admission.

We discussed also the problem which is vexing every one of us here, and that is the establishment of priorities for admission. Most of us were putting our own veterans first. More than half of us

were setting a percentage of the usual current high school graduating classes, and then taking veterans who had not previously been at our school next. A number of us had established a policy, at least for this year just ending, of re-admitting our own students, once dropped, and had found that experience on the whole, good.

The recommendation was made that in relation to our public policy, we would be well advised to state what we are doing for veterans, and how many we are taking, in percentages of the pre-war number of men; not just how many veterans we are taking care of, but the percentage; and the number of men, not total enrollment, since there are so few WAVES and WACS returning.

There was also a recommendation that we give some thought to what can be done by our institutions for students that we are forced this year to turn down, whether we should tell them to wait for another year or not. Most of us felt that it was incumbent upon us to do something to help them spend that year profitably, even though I think most of us have given little thought to that problem up until this time.

The outstanding conclusion we reached had to do with the final subject I will mention this morning—that of the veteran-student, now civilian, and his problems. It was the unanimous agreement among our group that we had no problems. Maybe it should be said that we are not conscious of having any problems, and it might be said that we haven't any problems yet. But so far as we can tell, the needs of the veteran apparently are being met by our established procedures, which take into consideration the fact that the veteran is a civilian. The measure of our competence as institutions is the measure of our competence as a nation, and is the extent to which we can re-establish in the minds of these young men who are returning, the thought that they are civilians, and we hope will be for the rest of their lives, and students in their college careers, rather than special cases or professional mendicants.

It was stated we had no problems with the veterans. It was not so clear that we had no problems with the Veterans' Administration. But I should say for the record, there were several of our members who stated that their relations with the Veterans' Administration had been altogether satisfactory.

We believe on the basis of this discussion, however, that the evidence is that a small, good college has, among its many other advantages, the best environment for natural and normal social and personal adjustment for students who are not veterans and for students who are.

In connection with veterans' organizations, we expressed the sentiment that we need, and some of us would like, more information from our national organization. I myself had the feeling that the dissertation on the American Legion the other day, although it was accompanied by an explanation that the Veterans of Foreign Wars were known as VFW, and that the Purple Heart was awarded for

injuries incurred in military service, was not fully adequate. And if I may take time to digress for a moment personally, I would like to, as a political scientist and an idealist, not as one who knew or knows Charles Bolte, to support Neidlinger and Knapp about what they said the other day. I believe that the only current hope for an unselfishly oriented veterans' organization is represented by Bolte, and I fear that by hastening unduly to smear it with progressive tags, we are in danger of aiding Communist domination of the AVC. That ends my personal aside.

There is a recommendation of our group that, if possible, there be two meetings of these subsections next year, or at least two meetings of our group, if not two meetings of all three groups.

The general opinion seemed to be that this was the best part of the conference, with the exception, I should say, of the informal meeting that some of us had last night with Dean Goodnight, who may be mentioned because he is gone, and hence not present, and Garner Hubbell, who is of course beyond criticism, and others who are still here, whose names I shall not mention.

Speaking for our own group, I am confident that all of us will leave Purdue today with the recollection of Hoosier hospitality, as in the words of James Whitcomb Riley, we start down the long highway, "with sunshine spread as thick as butter on country bread," and when we get back to our institutions and face the problems which will have accumulated by Monday, and in the years to come as well, we will remember these last few days here, again in the words of Riley,

"When life was like a story,
Holding neither sob nor sigh,
The golden, olden glory
Of the days gone by." (Applause)

CHAIRMAN NOWOTNY: I wonder if these two men who are left would give me just half a minute. Don made a suggestion, and I know Fred Turner and the officers would appreciate it if you would sit down as soon as you get home and write a little short criticism of this conference while it is fresh on your minds, and of things you think should be eliminated, and additions that should be made. As Don and others have suggested, you might like to have more sectional meetings, and whether those are to be broken up in institutional groups. Also, at Ann Arbor, we might think of having some outstanding university students sit in and talk with us in those panels. Get some of their veterans present, and those in student government. At Wisconsin we tried that, and it worked pretty well. Of course, sometimes that backfires on you, but I hope you will give us the suggestions. This is your meeting, and I know the officers want to do the best job possible for you at Ann Arbor.

Now we will hear from Dean Warden of Carnegie Institute.

DEAN B. E. WARDEN (Carnegie Institute): Mr. President, Gentlemen:

In addition to what Dean DuShane's group discussed, under the "Admissions" head, we discussed the admission of foreign students, which is creating a problem in many of the institutions. How many shall we take? How much housing shall we use? Very few institutions have established quotas as yet, but most of them plan on doing so.

Under "Financial Aid" we discussed the matter of providing additional scholarships for veterans. In general, the institutions are not doing that, but they are using their loan funds.

That is all I have to add, Mr. President.

CHAIRMAN NOWOTNY: Now, from the big shots, in size at least, "Vic" Spathelf of Wayne University, pinch-hitting for "Woody" Thompson.

DEAN V. F. SPATHELF (Wayne University): President-Elect and Colleagues: I should add to the report of the Resolutions Committee in paying tribute to Miss Yates out in the corridor, for were it not for her, I don't believe I would have this report in the form that it is this morning.

. . . Dean Spathelf continued, reading his prepared report. . . .

Section Meeting—Universities 5000 and Over

Dean "Woody" Thompson, University of Iowa, Chairman

Dean "Vic" Spathelf, Wayne University, Secretary

Even though the reported results of this august meeting of kindred spirits do not bear out the statement, may it here be reported that the "morning after post-mortems" characterized this session as alone being worth the trip to Purdue.

Under the deft leadership of chairman Dean Woody Thompson, the group lost little time in arraying and discussing a host of problems, terminated only by the unrelentless march of time.

It will be the purpose of this report to array the questions propounded by the group and to indicate those conclusions or facts uncovered by this pretentious assemblage of "visiting elks" from the larger universities.

Less than thirty seconds removed from the starting gun found the group discussing the question "Which is best, large or small dormitory housing units?" If California comes up with the perfect dormitory, Dean Earl Miller will no doubt have to give full credit to this discussion. It was uniformly agreed that from a program standpoint the small units were best. Some deans said, "If our finance officers permitted, we would pick a unit of from 50 to 100 men." It was pointed out that even if it were most economical from a construction standpoint to build a large building certain physical arrangements could be made within the building which would permit the existence of small "houses" within the large. Practically speaking the group felt that the business economics factor was in reality

the determiner of size. Staff, program and services must be provided in the most economical fashion. This consideration seemed to be best met in group sizes of 150 to 175. The discussion bore out the emphasis that it was paramount that business and personnel interests must be merged in harmony if the best results were to be attained.

A survey of costs revealed the following: U. of Washington was charging \$55.00 per month for room and board. Indiana \$270 per semester for room and board, U. of Michigan was charging \$1.40 per day for board and \$85 per semester for housing. Cornell's rate was \$80.00 per semester for lodging, Michigan State's quarter rate for room and board was \$165.00. Oklahoma's figure of \$40 per month for room and board was the lowest reported. Purdue was contemplating \$510.00 per year for room and board next semester with a daily food cost of \$1.23 per day included in that figure. All of these figures were based on at least double occupancy of the room.

To the series of questions "Should fraternities take in more men for housing than normal standards to help the housing shortage?" "Are big frats getting bigger and small frats getting smaller?" and "Of the total male enrollment how many are fraternity men?" the following random comments were forthcoming: Some institutions reported small frats combined in a single house for economy purposes. In general frats with most desirable houses were getting the big play—emphasized by the housing shortage. Fraternities without houses were finding competition nearly devastating. Some fraternities were housing "non-fraternity men" both to assist in relieving the housing shortage and helping them pay expenses. Urban universities see a trend in national fraternities to increase top limits to 80 and 100 members. Urban schools are also finding it necessary to put a quota on "in town men" in a residence fraternity. Schools with a comparative small roster of frats are reporting all frats "booming." A spot survey on the percent of male population in fraternities showed the following:

Under 20%	10 schools
From 20% to 30%	6 schools
Over 30%	3 schools

To the question "Should new fraternities be permitted to organize at the present time?" there was the general reaction that the fraternities which were established on the campus prior to the war should first be given a chance to return to their former strength. Seven of the institutions represented felt that the expansion should be permitted in the fall. Twelve schools however felt that the forthcoming fall semester was yet too soon. Two generalizations were not contested:

1. There is a danger that fraternities may be expanding and new ones permitted to arise solely to meet a housing problem and at the expense of a worth-while program. The group felt this to be undesirable.

2. The enrollment bulge is not a temporary phenomena but rather is indicative of a new and relatively permanent picture in college enrollments. Growth of fraternities should be sound even though slow and should not be encouraged just as a temporary expedient.

To the question of the ratio of men to women on the campus the following survey statistics were tabulated:

3 men—1 woman.....	3 schools
2 men—1 woman.....	5 schools
3 men—2 women.....	5 schools
7 men—4 women.....	2 schools
9 men—5 women.....	1 school
50% even.....	1 school

One dean raised the question as to whether a constant "C" average should be mandatory for all fraternity men in the active group in order to stay in the fraternity. The assembled intelligensia decided that in that question they had a "Bull by the tail"—so they promptly released the bull.

The desirability of having a business manager or purchasing agent to act for all frats in a cooperative plan was discussed. It was felt that cooperative buying was generally profitable if:

1. The business agent was an astute operator.
2. Sufficient working capital was available to do advantageous purchasing.
3. Storage facilities were adequate for the many items of quantity buying.

It was, however, pointed out that present price controls and the lessening of the former high competition in business and industry was, at least for the present, lessening the value of this procedure.

The most prolonged discussion and perhaps the most controversial centered around the topic of whether disciplinary action of the school should be permanently recorded on the student's transcript.

18 schools indicated that such notations were made on transcript records. 14 schools, however, said that all traces of this action were removed if the student was returned to good standing.

The debate centered as to whether a "cleared" record was a fair and desirable personnel policy. Conclusions on this point, if any, seemed to be that:

1. It is desirable for personnel officers of colleges to exchange confidential reports but that these should not be a part of the transcript record.
2. Schools have a responsibility of offering information to guide other schools on matters pertaining to "problem" students but in such a manner as not to permanently prejudice the future

of a student especially if the offense is not of an aggravated nature.

It was apparent that the group was especially sensitive to the need for dealing with the student on an individual basis, and upon sound personnel premises, and was grasping for some standard device which would assist them in discharging what was regarded as an "inter-institutional professional obligation" in protecting institutions from accepting students of proven unreliability.

Considerable interest centered about the problem of paying students for participation in student activities. A typical pattern evolved about such activities as publications and commercial ventures such as plays etc. There it would seem that most schools accept the traditional salary concept. Some would interpret this—not as salary but as compensation for added expense to the student assuming such responsibility. Considerable variation—in fact no pattern at all—was indicated for other activities. The peculiarities of the local situation seemed to be the determining factor. Four schools indicated that band members received scholarships, which were interpreted as a form of pay for special services. There was evident a general feeling that tuition scholarships were not undesirable for many phases of student activities and student service.

The one area akin to the general question which revealed a decisive conclusion was that student activity known as Athletics. As to practices in this area the assembled deans were by their own admission exquisitely naive and completely ignorant.

The session ended with a delightful discussion of the problems of foreign students by Dr. Hamilton of the University of Illinois, introduced to the group by Dean Fred Turner. The chief emphasis in Dr. Hamilton's remarks were:

1. Need for emphasizing the learning of the English language and American culture. (This in effect should be completely substituted for "foreign language" requirements held for our local students.
2. Need for breaking down social cliques within foreign student groups which are resistant to American social life and customs.

Six schools indicated they have full time foreign student conunselors and six schools indicated they have employed part-time foreign student counselors.

In closing, I am instructed to report to the Assembly for action the lone resolution passed by this section meeting:

Upon the motion of Dean Joe Bursley, the following resolution was unanimously adopted:

"That the National Association of Deans and Advisers of Men express its disapproval of the practices and publication of 'Who's Who Among Students in American Colleges and Universities' and urge its member institutions to unite in concerted action not to participate in the program or publication institutionally in any way."

CHAIRMAN NOWOTNY: On this business from Alabama—"Who's Who Among Students in American Colleges and Universities"—shall we dispose of that now? Has this resolution received a second?

DEAN HUBBELL: I second the motion.

CHAIRMAN NOWOTNY: Do you want to discuss this motion?
... Cries of "Question." ...

CHAIRMAN NOWOTNY: All in favor of the motion say "aye"; opposed, "no." The motion is carried.

Now will Dean Matthies of Wittenberg College and Dean Werner of the University of Kansas, come to the platform please.

For the discussion of your sectional meetings, we have Dean Werner, Dean Matthies and Dean Spathelf again. Are there any questions from the floor regarding reports of any of these sectional meetings or any portion of it? Our program calls for discussion of the sectional meetings. Don DuShane made one good suggestion, and we will probably have more of them, at least one more next year.

DEAN MACKIE: I would like to have a show of hands in this group as to how many have been turning in these lists of Who's Who among the students.

CHAIRMAN NOWOTNY: How many here have been turning in to this Tuscaloosa person a list for Who's Who? Will you hold up your hands? (19 raised their hands)

How many have not? (12 raised their hands)

DEAN SPATHELF: May I point out one thing that came out of the discussion in our group? Some institutions formerly said, "We don't want to have any part of it," and they were surprised to find that their lists were in the publication despite that fact. As near as we could determine, the good gentleman had contacted students directly and in an unofficial way had gotten their consensus of the individuals to be on that list, and published them as such, without official sanction of the institution in any way. I think the group should be aware of that comment which came out of the discussion.

CHAIRMAN NOWOTNY: I wonder if it would be in order—Joe Park has a report of the Committee on Classification of Honorary, Professional, and Social Organizations. I don't want to pass the buck on that, but he has done a very fine job in classifying all these honoraries and this can probably be classed as an honorary. Joe, how about your comments on this question?

DEAN PARK: Well, that publication is now being sued by "Who's Who in America," and I suspect that they will be able to establish their case that "Who's Who Among College Students" is infringing on the publication rights of "Who's Who in America," and what we do is not particularly important.

SECRETARY-TREASURER TURNER: I don't think there is

the slightest use for us to notify the gentleman of anything. He wouldn't pay any attention to it.

CHAIRMAN NOWOTNY: There are 38 states represented in this conference, and that is almost all the sections, I am sure. If these schools not represented in our conference know that this group is not going to participate, I think the prestige of "Who's Who Among American Students" will deteriorate considerably.

DEAN HENDRIX: I might say this: My experience with this publication is three years old only. When I came to the campus, I found that our student body was deeply interested in the matter, and that the initiative came from the students in the matter of seeing to it that a procedure was carried through whereby selection was made. During that first year, the selection was made by the student council, and approved out of my office. I had a number of letters from you gentlemen about this organization, and I answered those letters as frankly as I knew how, that it was perfectly evident that it was a commercial enterprise purely and simply, and giving a statement of what we did at the University about the matter of selection.

I have tried to follow up the publications and get as much information as I could. The publisher of "Who's Who in American Colleges and Universities," states very definitely that it is of very definite value to the students who are selected. It proceeds to give information about the number of people who have been placed through certain personnel offices, because the names of the students were called to their attention through this publication.

DEAN NEWMAN: I think the point that Dean Hendrix has made here is very good, that if he doesn't get the list one way, he will get the list another.

I say this in perfect fairness to him: When I was there, I had a number of letters from different ones, and not once in my experience did I ever find that he would not accept the recommendations of the Deans of Men. He was eager to deal with them.

DEAN LLOYD: I am not quite certain whether we are objecting today to the idea of a list or whether it is just one publication that we are opposed to. I am inclined to think that the "Who's Who" caliber of students is getting along pretty well, and the continued distribution of his name is not necessarily a wise procedure. Rather than establishing a new list of artificial classifications of "Who's Who Among American College Students," it may be that our Association is opposing the general idea rather than merely one publication. I would like clarification from the Chairman of the meeting where we brought that to the point last night.

DEAN SPATHELF: I think generally speaking, the idea is, from the discussion, that while there is value assessed by the individual students to be able to give recognition to ability on the campus, that certainly the chief objection lies in the angle of an unfair commercialization of individuals over which they have no control at all,

and that the high purposes supposedly connected with the attained recognition, are not being attained in this commercial venture.

I think, generally speaking, again from my own experience on the subject, students as a whole feel that there is some value to the recognition which is given by their own colleagues. I don't think they know the implications of this particular thing. I think that is the thing about which the group that discussed this matter was particularly concerned.

DEAN T. A. JOHNSON (University of Minnesota): I would just like to point out that there are three questions involved here, and my suggestion would be that the three things be considered separately. One is the problem of this present "Who's Who." Second is the selection—the practicability, the educational, psychological implications of having a selection of this type; and the third thing under discussion is whether this organization should create a competitive "Who's Who"—whether it should be channeled or use the old channels. I hope this Association will consider those three things separately and not consider them all together, since each had a different series of implications, and the gentleman who just spoke pointed that out.

I was delighted to see that come up. There are three separate things, and they should be considered thus.

DEAN DuSHANE: As one who voted with all the rest of you for the motion we passed this morning, I would like to make a statement and then a motion to reconsider.

The statement is that it is evident that most of us feel that there is something not altogether proper about the way in which copies of this publication are sold to families and the representations which are made in that sale. It has also appeared to me that there are enormous numbers of institutions which are going to continue to submit selections. It is also clear that if there are going to be names from my school, your school, it is probably better that we know something about who those students are.

Consequently, I would like to move that we vote to reconsider, and if we vote to reconsider, I should then like to move that we express ourselves informally, as being in opposition to this, as we have already done, and that we take no further action, but turn it over to a committee, Joe Park's committee or some other committee, for consideration as to all the implications and alternatives, and that committee to make a report at our next annual meeting. I move for reconsideration.

CHAIRMAN NOWOTNY: Is there a second to that motion?

DEAN HUBBELL: I second the motion.

DEAN PARK: Ordinarily I am in complete agreement with Don, but I am in opposition to him this time. I hope the motion to reconsider will not prevail. We have passed a motion indicating that we don't see any value in participation in this publication, and it seems

to me that that is clear and definite. I would like to see us stick to our original motion, because I believe that will settle the question. I don't believe it possible for an organization to continue to exist without the support of the members of the National Association of Deans of Men, who while they may represent only a small portion of the colleges of the country, represent some of the most important ones, and the policy-making ones.

DEAN SPATHELF: There are two things that are apparent in this thing that I think need to be said: One is that we are wittingly or unwittingly giving support to the kind of commercial implications which are translated into the individual family of the student elected. I think the individual family feels that this is something that has nation-wide, institutional support, that it is the thing to do, that because we participate in it officially, we are giving our complete action on it, and it is taken seriously. If it weren't taken seriously, the good gentleman would not have been in business for as long a period as he has been.

There is a second point. If the principle were extended to other activities on the campus, it would imply that any commercial venture could take any other phase of recognition and set up a similar type of business, and we would be obligated to go along with it in the same way. It is a matter of principle, it seems to me, as to whether or not a commercial interest is going to run the educational organization and operation of certain of our programs, or whether the institution is going to do so, and whether we just let the fellow go along with one side comment or another, it seems to me is begging the issue.

It seems to me we have to face it front on, philosophically, from an educational point of view, rather than from the point of view of expediency of a situation, admittedly difficult to get at in its entirety.

DEAN CONGDON: Can we hear the motion before we vote for reconsideration?

CHAIRMAN NOWOTNY: The motion was to reconsider the previous action. The original motion was "That the National Association of Deans and Advisers of Men express its disapproval of the practices and publication of 'Who's Who Among Students in American Colleges and Universities' and urge its member institutions to unite in concerted action not to participate in the program or publication institutionally in any way."

That motion was passed. Now the motion is to reconsider. Are you ready for the question? All in favor say "aye"; opposed, "no." The Chair decides that the "Noes" have it.

I am afraid that just about takes up the time, Mr. Vice-President, so we will turn the Chair over to you.

. . . Vice-President Cloyd assumed the Chair. . . .

CHAIRMAN CLOYD: Now, time is pressing. I just want to add this one little story.

. . . Remarks off the record. . . .

CHAIRMAN CLOYD: Now, Mr. President, I will turn this over to you.

. . . President Miller resumed the Chair. . . .

SECRETARY-TREASURER TURNER: I want to recognize—and it should have been done while the whole crowd was here—that we have Joe Isen back with us this year. Joe has been reporting for us years and years and years. He has followed us all over the country. He took a little time out while he was in the Army, and if we could have had him on the program, I'm sure he could have given us the best speech of the Conference. During the war he served under the General Staff in Washington. He reported the conferences for General Somervell and General Marshall, and he also took down what General Wainwright had to say when he returned to this country about the ordeals he had gone through.

It is good to have Joe back with us this year, and we hope we will have him next year. (Applause)

PRESIDENT MILLER: The next report is from the Committee on Classification of Honorary, Professional, and Social Organizations, by Dean Park.

DEAN PARK: I will conserve your time, Gentlemen. This Association is one of seven which sponsor the National Committee on College Fraternities and Societies. The other groups are the National Association of Deans of Women, the National Interfraternity Conference, the National Pan Hellenic Conference, the Professional Pan Hellenic Congress and the Professional Fraternity Association.

The object of the Committee is to study the situation as regards honorary and professional fraternities and societies, to make recommendations as to policy, to discourage the rise and growth of unnecessary and undesirable groups, and to encourage the formation of useful and helpful campus organizations.

As you all know, the situation is a confused one, and the job will not be done overnight. This Committee met last December, and will meet again in Cincinnati on the 27th of this month. Fred Turner and I represent you, and we hope, as time progresses, that we shall be able to make the contribution at this point. You are operating with a minimum budget of \$25.00 per society, which means that our total budget is now \$175.00 per year, and that means that some of the participating organizations are called on to make a very small contribution.

We do expect, within a year from this date, to have a printed report, an accredited list, if we may so call it, of the societies operating nationally, in which you can place general confidence. I

think that will be useful to all of us when we have petitions from new groups and that will help us to assess the value of some of those we now have.

Thank you very much. (Applause)

PRESIDENT MILLER: Thank you, Dean Park.

The next item on our agenda is the summary of the Conference by Dean J. H. Julian.

DEAN JULIAN: This is going to be very, very short, because I know you all want to go. I am going to take the liberty here that I hope will not be misunderstood.

I was very much interested in the talk of Mr. Jacobs on the question of fraternities. I have been coming to the meetings of this organization for a long time, and we have done a lot of buck-passing as to whose responsibility was this and whose was that.

Now, as I understand the proposition, it is the wish of the National Interfraternity Council, that the institutions definitely assume the responsibility of the application of the practical affairs in the fraternity Decalogue. Is that correct? So far as I am concerned at the University of South Dakota, I gladly accept it. It is something definite. My own attitude on the question of fraternities has been that I didn't wish the National Interfraternity Conference and the different national fraternities to think that I was assuming their prerogatives, just as we don't wish the government to take over our institutions. That became definite to me in my conversation with Mr. Jacobs, and was well worth the trip to Lafayette.

I had quite a speech made up, but I am not going to deliver it. You don't want to hear it anyway. I was going to throw a lot of bouquets and talk about some practical affairs. On the whole, I think we have had an excellent meeting, and that we have gotten a lot of practical ideas. I am heartily in favor of the suggestion that we have fewer formal speeches and more informal conferences. In the first place, they are easier on you.

I am glad Dean Davis isn't here. I will confess to you that in spite of the fact that I live far away from here, I am a Hoosier by birth, and I was an admirer and still am an admirer of James Whitcomb Riley. I can't read his poems like Dean Davis did; in fact, I had to reproduce this one absolutely from memory, because I couldn't find a copy of it. But I want to leave this with you as my philosophy as a dean.

"I ain't ner don't p'rtend to be
Much posted on philosophy.
But thare is times when all alone
I work out idees of my own;
And of these same, thare is a few
I like to jest refer to you,
Pervidin' that you don't object
To listen clos't and rickollect.

"I always argy that a man
That does about the best he can,
Is plenty good enough to suit
This lower mundane institute.
No matter ef his daily walk
Is subject fer his neighbors talk,
And critic minds of ev'ry whim
Jest all git up and go fer him.

"I knowed a feller once't that had
The yaller jaunders mighty bad.
And each and ev'ry friend he'd meet,
Would stop and give him some receet
For courin' of 'em, but he'd say,
He kinda thought they'd go away
Without no medicin' and boast
That he'd get well without one doste.

"He kept a'yellerin' on, and they
Perdictin' that he'd die some day.
Before he know'd it, tuck his bed
The feller did, and lost his head;
An' wondered in his mind a spell,
Then rallied and at las' got well.
But ev'ry friend that said he'd die
Went back on him eternally.

"It's nat'ral enough I guess,
When some gits more and some gits less;
Fer them'uns on the slimest side
To claim it ain't a fair divide.
And I've know'd some to lay and wait,
And git up soon and set up late
To ketch some feller they could hate,
Fer goin' at a faster gait.

"The signs is bad when folks commence
A'findin' fault with Providence;
And balkin' 'caus the earth don't shake
At ev'ry prancin' step they take.
No man is grate tell he can see
How less than little he would be,
Ef stripped to self and stark and bare,
He hung his sign out anywhere.

"My docteran is to lay aside
Contentions and be satisfied;
Jest do your best and praise or blame
That follers that counts jest the same.
I'se always noticed great success
Is mixed with troubles more er less;
And it's the man who does the best
That gits more kicks than all the rest."

Thank you. (Applause)

PRESIDENT MILLER: Thank you, Dean Julian.

Now, we have come to the end of our agenda. I just want to make this one brief statement. It has been a great pleasure to me to see our organization stage this very excellent comeback after the war period. We had, I believe, the largest attendance, the largest representation of any meeting we have ever held. At least it is certainly one of the two or three largest. We have had a fine financial report from the Treasurer, showing the organization to be in strong financial condition.

I believe we have had a very helpful and worth-while meeting; again, one of the best. Everyone with whom I have talked during the days we have been here, has remarked to that effect. They have felt that they have enjoyed this fellowship, that the meetings have been valuable and worth-while, and there seems to be a greater enthusiasm than ever to carry on the organization and make it still a greater success.

We have a fine place to meet next year at Ann Arbor, a wonderful host, Dean Bursley, and everything is set up in fine shape to go ahead with bigger and better things. I hope that we will all resolve to be there and be represented at that meeting next year.

Personally, it has been a very great pleasure and privilege to me to serve as your President and to preside at these meetings; and I, as one, will make sure I will be at the meeting next year.

Now, are there any announcements?

DEAN DuSHANE: I move, with regret, that we adjourn.

PRESIDENT MILLER: If there are no objections, the meeting stands adjourned.

. . . The Conference adjourned at eleven-fifteen o'clock. . . .

APPENDIX A

Official Roster of Those in Attendance at the Purdue Meeting

Name	Institution	Title
Alderman, William E.	Miami University	Dean of College of Arts and Sciences
Allen, C. Howard, Jr.	Western Reserve Univ.	University Editor
Allen, Louis A.	Aluminum Co. of America	Training Department
Alter, Foster E.	University of Miami	Dean of Men
Arbuckle, G. O.	Purdue University	Director of Men's Residence Halls
Baldwin, F. C.	Cornell University	Counselor of Men
Bates, Robert E.	Indiana University	Dean of Men
Beam, Paul C.	Phi Delta Theta Fraternity	Executive Secretary
Beaty, R. C.	University of Florida	Dean of Students
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Bostwick, J. L.	University of New Mexico	Dean of Men and Director of Student Personnel
Bosworth, E. F.	Oberlin College	Dean of College Men
Brooks, C. C.	Wheaton College	Dean of Students
Browning, Harold W.	Rhode Island State Coll.	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Counselor to New Students
Burts, Richard C., Jr.	Denison University	Dean of Men
Clark, Charles T.	University of Texas	Assistant Dean of Men
Clippinger, Frank W.	Drury College	Dean of Men
Cloyd, Ed. L.	North Carolina St. Coll.	Dean of Students
Congdon, Wray H.	Lehigh University	Dean
Conwell, H. H.	Beloit College	Dean of College
Corson, James H.	College of the Pacific	Dean of Personnel
Curtin, E. G.	Rutgers University	Assistant Dean of Men
Daly, B. C.	University of Wyoming	Dean of Men
Daniels, Stewart D.	Alpha Tau Omega Fraternity	Secretary
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, George E.	Purdue University	Director of Student Affairs
Davison, H. P.	Theta Xi Fraternity	Executive Secretary
DeKay, H. George	Alpha Kappa Lambda Fraternity	National Secretary
DeMarino, D. A.	Pennsylvania St. Coll.	Assistant Dean of Men
Dickinson, James A.	Carnegie Inst. of Tech.	Assistant Dean of Men
Dils, Eugene	Washington State Coll.	Director of Student Affairs
Dirks, Louis H.	DePauw University	Dean of Men
Duerr, Alvan E.	Nat. Interfrat. Conference	
Dunford, Ralph E.	University of Tennessee	Dean of Students
Dunham, Charles V.	University of Texas	Assistant to the Dean of Student Life
DuShane, Donald M.	Lawrence College	Dean of Men
Enders, H. E.	Purdue University	Dean of School of Science
Erickson, Kenneth A.	U. S. N. R.	Lieutenant
Farber, Robert H.	DePauw University	Secretary of Veterans Affairs
Fariss, W. B.	University of Michigan	Veteran Coordinator
Field, Floyd	Georgia School of Tech.	Dean of Men
Foreman, Lauren	Sigma Alpha Epsilon Frat.	Eminent Supreme Recorder
French, Arden O.	Louisiana State Univ.	Dean of Men

APPENDIX A (Continued)

Gardner, D. H.	University of Akron	Dean of Students
Glos, R. E.	Phi Eta Sigma	Nat. Secretary-Treasurer
Goodnight, S. H.	University of Wisconsin	Emeritus Dean of Men
Gregg, Ralph B.	American Legion	Judge Advocate
Gregson, William S.	University of Arkansas	Dean of Men
Griffin, Russell A.	Western Reserve Univ.	Dean of Men
Guess, R. Malcolm	University of Mississippi	Dean of Men
Hagerman, Gordon A.	University of Akron	Adviser of Men
Hamilton, Arthur	University of Illinois	Counselor for Foreign Students
Hancey, Carl	Univ. of Southern Calif.	Dean of Men
Hanson, Ernest E.	N. Ill. St. Teachers Coll.	Dean of Men
Harper, W. C.	University of Nebraska	Assistant Dean of Student Affairs
Hendrix, Noble	University of Alabama	Dean of Students
Hill, Ivan L.	Illinois Inst. of Tech.	Director of Admissions
Hindman, Darwin A.	University of Missouri	Director of Student Affairs
Holter, Frederick J.	Hiram College	Dean of Men
Hovde, Frederick L.	Purdue University	President
Hubbell, Garner E.	Principia College	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Isen, Joe J.	Bona Fide Reporting Co.	
Jacobs, Maurice	Nat. Interfrat Conference	Chairman
Johnson, Theron A.	University of Minnesota	Director of Student Activities
Jones, T. T.	University of Kentucky	Dean of Men
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Kille, Frank R.	Carleton College	Dean of Men
King, Tom	Michigan State College	Dean of Men
Knapp, A. Blair	Temple University	Dean of Students
Knox, Carl W.	University of Illinois	Res. Manager Temporary Housing
Lange, Larry	U. S. N. R.	Lieutenant Commander
Linkins, R. H.	Illinois St. Normal Univ.	Dean of Men
Little, Kenneth	University of Wisconsin	Director, Student Personnel Services
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Students
Lobdell, H. E.	Mass. Institute of Tech.	Dean of Students
Lucas, John W.	University of Omaha	Dean of Students
Lufburrow, Laurence A.	Wheaton College	Assistant Dean of Men
Mackie, E. L.	Univ. of North Carolina	Dean of Students
Mallett, Donald R.	Purdue University	Assistant to Director of Student Affairs
Manchester, R. E.	Kent State University	Dean of Men
Marshall, S. E.	State Univ. of Iowa	Manager Fraternity Business Service
Martin, R. F.	Otterbein College	Vice President
Matthies, Roland C.	Wittenberg College	Men's Adviser
McCreery, Otis C.	Aluminum Co. of America	Director of Training
Mellor, William J.	Oklahoma University	Dean of Men
Melvin, Harold W.	Northeastern University	Dean of Students
Miller, Earl J.	U. of Calif. at Los Angeles	Dean of Undergraduates
Murphy, Albert J.	Veterans Administration	Consultant, Vocational Re- habilitation & Education
Murphy, Paul G.	Kansas St. Teachers Coll.	Dean of Administration
Neidlinger, L. K.	Dartmouth College	Dean of the College
Newhouse, Dean	University of Washington	Director of Student Affairs
Newman, J. H.	University of Virginia	Dean of Students
Nordstrand, Norman	St. Olaf College	Dean of Men
Nowotny, Arno	University of Texas	Dean of Men
Olmsted, G. T.	University of Michigan	Assistant Dean of Students

APPENDIX A (Continued)

Page, Ralph E.	Bucknell University	Dean of Men
Park, J. A.	Ohio State University	Dean of Men
Pealy, R. H.	University of Akron	Assistant Registrar
Peck, C. W.	University of Illinois	Assistant Dean of Men
Peterson, Philip L.	Ohio University	Acting Dean of Men
Pirnat, Al	University of Denver	Assistant Director of Student Personnel
Piskor, Frank	Syracuse University	Dean of Men
Pitre, Thomas P.	Mass. Inst. of Tech.	Associate Dean of Students
Postle, Arthur S.	University of Cincinnati	Dean of Men
Potter, A. A.	Purdue University	Dean of College of Engineering
Rea, W. B.	University of Michigan	Assistant Dean of Students
Reid, Juan	Colorado College	Adviser of Men
Roberts, David H.	Western Reserve Univ.	Counselor on Admission
Sauer, Harold E.	Ohio University	Assistant Dean of Men
Sentman, R. M.	Fed. Pub. Housing Auth.	Consultant
Seulberger, F. G.	Northwestern University	Dean of Students
Shank, Spencer	University of Cincinnati	Director, Veterans' Educa- tion Division
Sherman, Philip S.	University of Akron	Assistant Dean of Students
Shiel, P. C.	University of Michigan	Business Manager Res- idence Halls
Shoemaker, R. L.	Indiana University	Dean of Students
Sikir, Henry J.	University of Alabama	Assistant to Students Dean
Small, George D.	University of Tulsa	Dean of Men
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Spathelf, Victor F.	Wayne University	Dean of Student Affairs
Stafford, E. E.	University of Illinois	Dean of Men
Stalnaker, John M.	Stanford University	Dean of Students
Stewart, Robert	Purdue University	Vice President & Controller
Stratton, L. D.	Drexel Inst. of Tech.	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Assistant Dean of Students
Taylor, Stanfield S.	University of Illinois	Assistant Dean of Men
Thompson, C. Woody	University of Iowa	Dean of Students
Thompson, S. Earl	University of Illinois	Director of Stu. Housing
Turner, Fred H.	University of Illinois	Dean of Students
Vallely, Lloyd M.	Purdue Memorial Union	Manager
Van Houten, Robt. W.	Newark Coll. of Engin.	Dean
Warden, B. E.	Carnegie Inst. of Tech.	Dean of Students
Watson, Walter S.	The Cooper Union	Admissions and Student Relations Officer
Wentworth, W. Norris	Indiana University	Assistant Director Halls of Residence
Werner, Henry	University of Kansas	Dean of Student Affairs
White, John F.	Illinois Inst. of Tech.	Dean of Students
Williams, C. F.	Phi Kappa Psi Fraternity	Secretary
Young, Ralph A.	College of Wooster	Dean of Men
Zumbrunnen, A. C.	Southern Methodist Univ.	Dean of Students

APPENDIX B

Roster of Ladies Group

Mrs. William E. Alderman	Mrs. D. H. Gardner
Mrs. J. L. Bostwick	Mrs. J. H. Julian
Miss Browning	Mrs. R. E. Manchester
Mrs. Charles T. Clark	Mrs. William J. Mellor
Mrs. H. H. Conwell	Mrs. Arno Nowotny
Mrs. George E. Davis	Mrs. J. A. Park
Mrs. Ralph E. Dunford	Mrs. E. E. Stafford
Mrs. Charles V. Dunham	Mrs. Fred H. Turner
Mrs. Robert H. Farber	Mrs. B. E. Warden
Miss Field	Mrs. Ralph A. Young

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, N. Mex.	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner
27	1945		Due to Office of Defense	Transportation—No	Meeting Held
28	1946	142	Lafayette, Indiana	Earl J. Miller	F. H. Turner

APPENDIX D

Roster of Members—1945-46

Institution	Address	Representative
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students
Alabama, University of	University, Alabama	Noble B. Hendrix, Dean of Students
Allegheny University	Meadville, Penn.	Horace T. Lavelly
Arkansas, University of	Fayetteville, Arkansas	John P. Anderson
Baker University	Baldwin, Kansas	Benjamin A. Gessner, Dean of Students
Beloit College	Beloit, Wisconsin	Harmon H. Conwell, Dean of College
Bethel College	North Newton, Kansas	P. S. Goertz
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Brown University	Providence 12, R. I.	Samuel T. Arnold
Bucknell University	Lewisburg, Penn.	Ralph E. Page
Butler University	Indianapolis, Indiana	L. Gray Burdin, Chairman Men's Council
California, Univ. of	Berkeley 4, Calif.	Mr. Edwin C. Voorhies
California, Univ. of at Los Angeles	Los Angeles 24, Calif.	Earl J. Miller, Dean of Undergraduates
Capital University	Columbus, Ohio	Theo Schalinske, Act. Dean
Carleton College	Northfield, Minnesota	Frank Kille
Carnegie Institute of Technology	Pittsburgh 13, Penn.	Beryl E. Warden, Dean of Students
Carroll College	Waukesha, Wisconsin	Ralph S. Nanz
Case School of Applied Science	Cleveland, Ohio	
Cincinnati, Univ. of	Cincinnati 21, Ohio	Robert W. Bishop
Citadel, The	Charleston, S. Car.	Leaman A. Dye
Colorado College	Colorado Springs, Colo.	Juan Reid, Adviser of Men
Colorado, Univ. of	Boulder, Colorado	H. G. Carlson
Cooper Union, The	New York, New York	Prof. Walter S. Watson, Dir. of Stud. Relations
Cornell University	Ithaca, New York	Harold E. B. Speight, Dean of Students
Dartmouth College	Hanover, New H.	L. K. Neidlinger
Delaware, Univ. of	Newark, Delaware	J. Fenton Daugherty
Denison University	Granville, Ohio	Richard C. Burts, Jr.
Denver, University of	Denver, Colorado	Colbert E. Cushing, Dir. of Admissions
DePaul University	Chicago, Illinois	T. J. Wangler
DePauw University	Greencastle, Indiana	Louis H. Dirks
Doane College	Crete, Nebraska	Kenneth A. Browne
Drexel Inst. of Tech.	Philadelphia 4, Penn.	L. D. Stratton
Drury College	Springfield, Missouri	Frank Clippinger
Florida, University of	Gainesville, Florida	R. C. Beaty, Dean of Stud.
Georgia School of Tech.	Atlanta, Georgia	
Hiram College	Hiram, Ohio	
Idaho, University of	Moscow, Idaho	Herbert E. Lattig
Illinois Inst. of Tech.	Chicago 16, Illinois	John F. White, Dean of Stud.
Illinois St. Normal U.	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner, Dean of Students

APPENDIX D (Continued)

Indiana University	Bloomington, Indiana	R. L. Shoemaker, Dean of Students
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	C. Woody Thompson, Dean of Students
Kansas State Teachers College	Pittsburg, Kansas	Charles Morgan, Act. Dean
Kansas, University of	Lawrence, Kansas	Henry Werner, Dean of Student Affairs
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, Univ. of	Lexington, Kentucky	T. T. Jones
Lawrence College	Appelton, Wisconsin	Donald M. DuShane
Lehigh University	Bethlehem, Penn.	Wray H. Congdon
Louisiana State Univ.	Baton Rouge 3, La.	J. P. Cole
Maine, University of	Orono, Maine	Elton E. Wieman
Massachusetts Institute of Technology	Cambridge, Mass.	Harold E. Lobdell, Dean of Students
Miami University	Oxford, Ohio	William E. Alderman
Michigan State College	East Lansing, Mich.	Tom King
Michigan, Univ. of	Ann Arbor, Mich.	Joseph A. Bursley, Dean of Students
Minnesota, Univ. of	Minneapolis 14, Minn.	E. G. Williamson, Dean of Students
Mississippi, Univ. of	University, Miss.	R. Malcolm Guess
Missouri, Univ. of	Columbia, Missouri	Darwin A. Hindman, Dir. of Student Affairs
Montana State College	Bozeman, Montana	Mr. H. G. Klemme
Montana State Univ.	Missoula, Montana	J. Earl Miller
Nebraska, Univ. of	Lincoln 8, Nebraska	T. J. Thompson, Dean of Student Affairs
Newark Coll. of Engin.	Newark 2, New Jersey	Robert W. Van Houten
New Mexico, Univ. of	Albuquerque, N. Mex.	J. L. Bostwick
New York University	New York, New York	William Bush Baer
No. Carolina St. Coll.	Raleigh, North Car.	E. L. Cloyd, Dean of Students
No. Carolina, Univ. of	Chapel Hill, No. Car.	Ernest Mackie
Northeastern Univ.	Boston, Mass.	Harold W. Melvin, Dean of Students
Northern Illinois State Teachers College	DeKalb, Illinois	Ernest E. Hanson
Northwestern Univ.	Evanston, Illinois	F. G. Seulberger, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus 10, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	Philip L. Peterson, Act. Dean
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. Coll.	Stillwater, Oklahoma	C. H. McElroy
Oklahoma, Univ. of	Norman, Oklahoma	William J. Mellor
Omaha, University of	Omaha, Nebraska	John W. Lucas, Dean of Students
Pacific, College of	Stockton 27, Calif.	James H. Corson
Pittsburgh, Univ. of	Pittsburgh 13, Penn.	Theodore W. Biddle
Princeton University	Princeton, New Jersey	Garner E. Hubbell
Principia, The	Elsah, Illinois	George E. Davis, Dir. of Student Affairs
Purdue University	Lafayette, Indiana	Harold W. Browning
Rhode Island St. Coll.	Kingston, Rhode Island	Daniel F. Coogan, Jr.
Ripon College	Ripon, Wisconsin	A. D. Enyart
Rollins College	Winter Park, Florida	Earl Reed Silvers
Rutgers University	New Brunswick, N. J.	Norman Nordstrand
St. Olaf College	Northfield, Minnesota	

APPENDIX D (Continued)

South Dakota, Univ. of	Vermillion, S. Dakota	J. H. Julian, Dean of Student Affairs
Southern California, University of	Los Angeles 7, Calif.	Carl Hancey
Southern Ill. Normal University	Carbondale, Illinois	Arthur J. Ter Keurst
Southern Methodist University	Dallas, Texas	A. C. Zumbrunnen, Dean of Students
Southwestern La. Inst.	Lafayette, Louisiana	W. L. Bruner, Acting Dean
Stanford University	Stanford Univ., Calif.	John Stalnaker, Dean of Students
Swarthmore College	Swarthmore, Penn.	Everett Hunt
Syracuse University	Syracuse, New York	Frank Piskor
Temple University	Philadelphia 22, Penn.	A. Blair Knapp, Dean of Students
Tennessee, Univ. of	Knoxville, Tennessee	R. E. Dunford, Dean of Stud.
Texas Technological College	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny
Union College	Lincoln, Nebraska	M. S. Culver
Utah State Agricultural College	Logan, Utah	Daryl Chase, Dean of Stud.
Utah, University of	Salt Lake City 1, Utah	John L. Ballif, Jr.
Virginia Polytechnic Institute	Blacksburg, Virginia	Julian A. Burruss, Pres.
Virginia, University of	Charlottesville, Va.	J. H. Newman, Dean of Students
Washington and Lee University	Lexington, Virginia	Frank J. Gilliam
Washington, State College of	Pullman, Washington	Eugene Dils, Dir. of Student Affairs
Washington University	St. Louis 5, Missouri	Douglas V. Martin, Jr.
Washington, Univ. of	Seattle, Washington	Dean Newhouse, Director of Student Affairs
Wayne University	Detroit 1, Michigan	Victor F. Spathelf, Dean of Student Affairs
Western Reserve Univ.	Cleveland, Ohio	Russell A. Griffin
Wheaton College	Wheaton, Illinois	Charles C. Brooks
William and Mary, College of	Williamsburg, Virginia	Kenneth Little
Wisconsin, Univ. of	Madison 6, Wisconsin	Dr. Roland C. Matthies, Men's Adviser
Wittenberg College	Springfield, Ohio	Ralph A. Young, Dean of Men and Assistant Prof. of Religion
Wooster, College of	Wooster, Ohio	A. L. Keeney
Wyoming, Univ. of	Laramie, Wyoming	Wesley P. Lloyd, Dean of Students
Brigham Young Univ.	Provo, Utah	

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George B. Culver, 541 Los Arboles, Stanford University, California
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Honorary Members

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 Mr. Alvan Duerr, 55 Broad Street, New York 15, New York